



## MEETING AGENDA - iLEAD California Charters 1 Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the resource center between 9:00 am and 3:30 pm.

### Meeting

<b>Meeting Date</b>	Wednesday, June 22, 2022
<b>Start Time</b>	6:00 PM
<b>End Time</b>	7:30 PM
<b>Location</b>	This meeting will be held virtually. You may join us on ZOOM at: Zoom Meeting: <a href="https://zoom.us/j/5395735793">https://zoom.us/j/5395735793</a> Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
<b>Purpose</b>	Regular Scheduled Meeting

### Agenda

#### 1. Opening Items

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1.1. Call The Meeting To Order

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1.2. Roll Call

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1.3. Pledge Of Allegiance

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1.4. Approve Agenda

**Due date:** 6/22/2022

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1.5. Approve Minutes

**Due date:** 6/22/2022

#### Documents

- Minutes-2022-06-03-v3 (1).pdf
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#### 2. Closed Session

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2.1. PUBLIC EMPLOYEE APPOINTMENT

Gov. Code section 54957(b): Interim CEO

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2.2. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

(Gov. Code section 54956.9(d)(2): 3 Matters

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2.3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE



Gov. Code section 54957(b)

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### 3. Report Of Closed Session

**Due date:** 6/22/2022

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## 4. Discussion And Reports

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### 4.1. LCAP Public Hearing

Allow public input regarding the Local Control Accountability Plan and Budget.

Documents

- iLEAD Hybrid DRAFT LCAP.pdf
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## 5. Public Comments

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### 5.1. Public Comments

The public may address the iLEAD CA Charters 1 governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

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## 6. Consent Items

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### 6.1. Personnel Report

**Due date:** 6/22/2022

Documents

- Personnel Report Expl-AV 6.14.22.pdf
  - Personnel Report\_iLEAD CA 6.14.22.pdf
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### 6.2. Check Register

**Due date:** 6/22/2022

Documents

- iCC1 Payment Register\_20220615.pdf
- 

### 6.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

**Due date:** 6/22/2022

Documents

- iLEAD CA - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (1).pdf
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## 7. Action Items

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### 7.1. Approval of Contract for Temporary Interim CEO

Discuss and take action regarding a contract for Temporary Interim CEO.

**Due date:** 6/22/2022

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## 7.2. Transitional Kindergarten Implementation Plan

Discuss and take action regarding the required plan for Transitional Kindergarten as required by the State of CA.

**Due date:** 6/22/2022

### Documents

- Board Copy of iLEAD Hybrid Universal TK Plan.docx.pdf

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## 7.3. Admissions and Enrollment Policy

Discuss and take action regarding Admissions and Enrollment Policy.

**Due date:** 6/22/2022

### Documents

- iLEAD Hybrid Admissions and Enrollment Policy.pdf

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## 7.4. 2022 - 2023 Family Guidebooks

Discuss and take action regarding the 2022 - 2023 Family Guidebooks with required changes to reflect current practices, procedures, and/or laws.

**Due date:** 6/22/2022

### Documents

- \_iLEAD Hybrid Exploration 2022-2023 Learner\_Family Guidebook.pdf
- AVExp 2022-2023 iLEAD Schools Family Guidebook.pdf
- 2022-2023 AV Studio iLEAD Schools Family Guidebook .pdf

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## 7.5. Revised iLEAD CA Service Agreement

Discuss and take action regarding the revised iLEAD CA Service Agreement.

**Due date:** 6/22/2022

### Documents

- Revised iCA Service Agreement 22-23.pdf

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## 7.6. LACOE Certification of Signatures

Discuss and take action to revise signatories filed with LACOE.

**Due date:** 6/22/2022

### Documents

- Revised iCA 503-804 Certification of Signatures - LACOE.pdf

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## 7.7. 2022 - 2023 Contracts

Discuss and take action regarding contracts over \$10,000 for next school year. These are outlined in the projected budget.

**Due date:** 6/22/2022

### Documents

- Simoneau CC contract iLEAD year 2.doc.pdf
  - The Lawrence M. Daley Camp and Conference - Staff Retreat.pdf
  - SOAR iLead Schools Teachers Contract October 2022.doc.pdf
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## 8. Comments

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### 8.1. Board Comments

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## 9. Closing Items

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### 9.1. Next Meeting Date - June 29, 2022 at 6:00 p.m.

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### 9.2. Adjournment

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**Please note:** items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

*The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.*



## MEETING MINUTES - iLEAD California Charters 1 Board

### Meeting

	<b>Special meeting</b>
<b>Date</b>	Friday, June 3, 2022
<b>Started</b>	5:32 PM
<b>Ended</b>	7:30 PM
<b>Location</b>	This meeting will be held virtually. You may join us on ZOOM at: Zoom Meeting: <a href="https://zoom.us/j/5395735793">https://zoom.us/j/5395735793</a> Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
<b>Purpose</b>	Closed Session Audit Update Bank Account Updates 2022-2023 Contracts
<b>Chaired by</b>	Cheri Bradford
<b>Recorder</b>	Julie Basse

### Minutes

## 1. Opening Items

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### 1.1. Call The Meeting To Order

Meeting was called to order at 5:32 p.m.

**Status:** Completed

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### 1.2. Roll Call

Kenneth Scott - Present

Kenchy Ragsdale - Present

Cheri Bradford - Present

**Status:** Completed

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### 1.3. Approve Agenda

Motioned: Kenchy Ragsdale

Seconded: Kenneth Scott

Motion passed unanimously

**Due date:**

**Status:** Completed

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### 1.4. Approve Minutes

Motioned: Kenneth Scott

Seconded: Kenchy Ragsdale

Motion passed unanimously

**Due date:**

**Status:** Completed

Documents

- Minutes-2022-05-23-v1.pdf

## 2. Public Comments

## 2.1. Public Comments

The public may address the iLEAD CA Charters 1 governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

Laura Henriquez - iLEAD CA Coordinator of Office Systems and Staff/Executive Assistant to Dawn Evenson addressed the Board.

Rigo Ortega - iLEAD Online Business Coordinator addressed the Board

**Status:** Completed

### 3. Closed Session

### 3.1. PUBLIC EMPLOYEE APPOINTMENT

Gov. Code section 54957(b)(1): Interim CEO

**Status:** Completed

### 3.2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Gov. Code section 54957(b)

**Status:** Completed

### 3.3. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

Gov. Code section 54956.9(d)(2): 1 Matter

**Status:** Completed

#### 4. Report of Closed Session

#### 4.1. Report Of Closed Session

Nothing reported from Closed Session - No Vote Taken

**Status:** Completed

## 5. Discussion And Reports



### 5.1. 2020-2021 Annual Audit Update

Discuss the pending closure of the 2020 - 2021 audit and the pending 2021-2022 annual audit agreement.

Kenchy Ragsdale reported the Board would take action by the end of June regarding the 2021-2022 audit agreement

**Status:** Completed

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## 6. Action Items

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### 6.1. Mission Valley Bank Account Signatories and Accounts

Discuss and take action regarding revision of Mission Valley Bank signatories and accounts.

Kim Lytle presented the Mission Valley Bank Resolution to close one bank account called 'Amazon Debit Account'.

The Board authorizes Mission Valley Bank to remove Patrick Hill as a signer and add Kenchy Ragsdale (Kenneth Ragsdale III) to the bank accounts.

Motioned: Kenchy Ragsdale

Seconded: Cheri Bradford

Motion passed unanimously

**Due date:**

**Status:** Completed

Documents

- Mission Valley Bank Resolution.pdf
- 

### 6.2. 2022-2023 Sage Intact Agreement

Discuss and take action regarding the 2022-2023 Sage Intact Agreement.

Keith Gallion presented the 2022-2023 Sage Intact Agreement and answered questions of the Board.

Motioned: Kenchy Ragsdale

Seconded: Cheri Bradford

Motion passed unanimously

**Due date:**

**Status:** Completed

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### 6.3. ADP - Payroll Platform

Discuss and take action regarding ADP, a payroll platform which integrates with current finance system, SAGE.

Keith Gallion presented the ADP Agreement and answered questions of the Board.

Motioned: Kenchy Ragsdale

Seconded: Kenneth Scott

Motion passed unanimously

**Due date:**



**Status:** Completed

Documents

- iLead- ADP Proposal and Agreement 5-31-22.pdf
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## 7. Comments

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### 7.1. Board Comments

Kenchy Ragsdale and Cheri Bradford thanked everyone for attending the meeting.

**Status:** Completed

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## 8. Closing Items

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### 8.1. Next Meeting Date

June 22 and June 29 @ 6:00 pm

**Status:** Completed

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### 8.2. Adjournment

Meeting was adjourned at 7:30 p.m.

**Status:** Completed

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## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Board Report Date: February 2, 2022

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Hybrid	Amanda Fischer, Executive Director	(661) 904-2481 amanda.fischer@ileadschools.org

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

In addition to the 2021-2022 Local Control Funding Formula expenditures and the Local Control Accountability Plan (approved in June 2021), the school received one time funding due to the COVID-19 pandemic and the impacts of learning on its learners. iLEAD Hybrid has received the Extended Learning Opportunity Grant. Engagement and consultation with educational partners and the community at large took place through discussions and collaborations in the spring of 2021. The staff, parents, and community at large were notified of the additional funding and planning through parent groups, staff meetings, and at public board meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

iLEAD Hybrid does not qualify for State concentration grant funding because it does not have the required number of learners who are deemed low-income, English learner, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The school received one time federal funding due to the COVID-19 pandemic and the impacts of learning on its learners. iLEAD Hybrid has received the Elementary and Secondary School Emergency Relief (ESSER) II and III funding. Engagement and consultation with educational partners and the community at large took place with schoolwide information and specific meeting discussions. The learners, staff, parents, and community at large were notified of the additional funding and planning through Monday Messages, learning period newsletters, working with parent groups such as Town Hall and iSUPPORT meetings, during staff meetings, and at public board meetings.

The ESSER III plan was also sent to the school's authorizer, posted to the school website, and submitted to the LA County Office of Education. The school staff, educational partners, Board Members, and community at large reviewed the developed plan for spending in conjunction with the needs of the learners and school as applicable to the funding source. The EL/Homeless/Foster/Migrant administrative support personnel was included in the planning and discussed this information at the ELAC meeting for iLEAD Hybrid's EL learners. State and local requirements were monitored so that the plan remained current to ensure the facilities were prepared to be an ongoing safe space for instruction, social emotional needs were being met, and learning gaps addressed. Support staff communicated with and attended state and local health meetings for pertinent updates. Prior to Board Meetings, the agendas and funding plan was posted at the meeting location and on the public website for all educational partners and the community at large to review. The additional funding sources were also discussed at Board Meetings that are open to the public and community at large (which included opportunities for public comment). Lastly, the special education administrative support team and learner board ambassador were in attendance during the Board Meeting discussions and actions taken to approve these plans as required.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

To maintain the health and safety of learners, facilitators, and other staff, iLEAD Hybrid developed and implemented a COVID-19 Safety Plan and Prevention Program (posted on the school's website) which outlined safety protocols. The School Directors have kept families and staff informed on updated COVID safety procedures to support the continuity of services.

Some of the challenges during the 2021-2022 school year have been shortages in staff including staff vacancies and substitute coverage. Additionally, the ongoing changes in state protocols involving potential outbreaks have required extra meetings, revised procedures, and communications on COVID testing, contact tracing, tracking and reporting.

Through the use of one-time COVID relief funding, the school was able to provide a summer program paid for by Extended Learning Opportunity Grant funds to mitigate learning loss. ESSER II and III also provided for a healthcare aide, Chromebooks, math curriculum (Bridges and Math Seeds), staff laptops, substitute coverage, counseling support, rent for additional learning space, and classroom equipment and supplies.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Safe Return to In-Person Instruction and Continuity of Services Plan was written to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus. 2021-2022 LCAP goals 1, 2 and 3 were written in part to ensure school safety, target children below proficiency, mitigate learning loss, support social emotional learning, and provide school equipment/technology as needed. The one-time funding has and will continue to provide additional opportunities to put these plans in action by providing the ability to purchase additional materials, curriculum, technology, training, and support as outlined above to meet the ongoing needs of learners.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Hybrid	Amanda Fischer Executive Director	amanda.fischer@ileadschools.org 661-904-2481

## Plan Summary 2022-2023

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

iLEAD Hybrid, located in southern California, is a nonclassroom-based, WASC accredited, public charter school with 3,827 TK-12 learners enrolled during the 2021-22 school year. The school opened in 2015, and its current population is 41.1% White; 33% Hispanic or Latino; 10% Two or More Races; 6.1% African American; 5.3% Asian; 3% Not Reported; 1% Filipino; 0.3% American Indian or Alaska Native; and 0.2% Pacific Islander. 37% of iLEAD Hybrid learners qualify for free and reduced meals. The school serves independent study learners in the counties of Los Angeles, Orange, Kern, San Bernardino, and Ventura.

iLEAD Hybrid offers a learner-centered approach to education that focuses on personalized learning options, interdisciplinary project-based learning at its learning studios, and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. iLEAD Hybrid's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on both academic and social-emotional learning. These include: academic rigor, college and career readiness, critical thinking, curiosity, gratitude, grit, growth mindset, optimism, purpose, self control, social intelligence, and zest. Twice a year, learners and facilitators reflect together on student growth in each of these areas through use of the iLEAD Comprehensive Growth Card.

#### iLEAD Hybrid's School Programs

##### 1) iLEAD Exploration

iLEAD Exploration is the independent study component of iLEAD Hybrid serving learners in grades TK-12. It is a program that supports educational options and flexibility, as many learners are pursuing outside passions such as sports, theater arts, music, acting, etc. while enrolled in the Exploration program. Exploration meets the needs of families who prefer independent study, personalized learning options for their children under the guidance of a credentialed facilitator. All learners work with facilitators to select a standards-based curriculum that supports their learning style. Additionally, many of the learners take courses at vetted and approved educational vendors throughout Southern California and have access to online courses. The OC Studio serves learners in grades K-8, offering in-person classes twice a week. Science and social studies topics are explored through project-based learning, book studies, and learning fairs.

Through the guidance of academic counselors, Exploration's high school program continues to prepare learners for college and career through college-prep a-g coursework, AP classes, Career Technical Education (CTE), college credit courses, and other work-based learning opportunities.



The iLEAD Exploration program offers many engaging activities for family involvement. Some of these events include Parent University webinars, a talent show, book clubs, science fairs, and end of year celebrations.

## 2) iLEAD Antelope Valley

iLEAD Antelope Valley (AV) serves independent study learners in grades TK-8. This hybrid independent study option offers interdisciplinary project-based learning under the guidance of a grade-level credentialed facilitator. Learners attend direct, in-person instruction two days per week at the Lancaster studio. The studio also offers many enrichment activities throughout the year to develop community and showcase learning. School staff cultivates community through school events such as its Fall Festival and Winter Production.

## 3) iLEAD Hybrid Antelope Valley Exploration

iLEAD Hybrid Antelope Valley Exploration utilizes innovative methods of delivering quality project-based and social-emotional learning to independent study learners in grades TK-8. Developed as a result of the COVID-19 pandemic and new California charter legislation, the program provides guidance to families who prefer academic support through an independent study program. Learners are assigned a credentialed facilitator according to grade level spans where they utilize projects and a core curriculum. Instructional funds are used to support and enhance each learner's individualized learning plan with extracurriculars and enrichment classes. Workshops are offered twice a week in the areas of art, physical education, STEAM, performing arts, yoga, mindfulness, thematic units incorporating language arts, math, science, and social studies, and remedial help in math and ELA.

All three programs within iLEAD Hybrid utilize thoughtfully-designed personal learning environments and have implemented professional learning on diversity, equity, and inclusion. It is iLEAD Hybrid's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff works with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals. The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners (2.3%), Students with Disabilities (13.8%), Socioeconomically Disadvantaged (37.4%), those experiencing Homelessness (less than 1%), and Foster Youth (less than 1%). At iLEAD Hybrid, personalized learning includes supporting English learners with integrated and designated language support during the school day and Students with Disabilities according to the needs of their individualized education plans providing them with the least restrictive environment possible.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

Depending on the program and grade level span, iLEAD Hybrid also provides numerous school activities and events such as clubs, enrichment classes, workshops, webinars, community events, and aerospace opportunities.

# Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2021-22 school year, iLEAD Hybrid successfully:

- Launched its newest program, iLEAD Hybrid AV Exploration, with enrollment ending at 144.
- Awarded 60 graduates the Golden Merit Diploma and 3 graduates the State Seal of Biliteracy.
- Implemented the SLOgan campaign, where a specific Schoolwide Learner Outcome was the central focus of the month.
- Trained all staff in diversity, equity and inclusion.
- Opened a second curriculum library in Acton.
- Implemented MTSS to support, monitor and track all learners.
- Encouraged learners to participate in state testing (and had its highest participation rate in the school's history).
- Hosted its second, highly successful college fair.
- Reclassified 15.2% of EL learners during the 2020-21 school year.



- Made significant campus repairs at its AV studio.
- Supported families through engaging school events and synchronous instruction resulting in a low chronic absenteeism rate.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With the most recent data on the CA School Dashboard still reflecting 2019 data (due to it being suspended during the COVID-19 pandemic), the school maintains its emphasis on the identified needs from 2021-22. This includes:

-Academic Achievement: ELA

iLEAD Hybrid was 15.1 points below standard on the 2019 CA School Dashboard (the state was 2.5 points below standard)

On the CA School Dashboard, African American and White are in the orange tier.

-Academic Achievement: Math

iLEAD Hybrid was 68.9 points below standard on the 2019 CA School Dashboard (the state was 33.5 points below standard)

On the CA School Dashboard, African American, Socioeconomically Disadvantaged, and Students With Disabilities are in the red tier, and Hispanic and White are in the orange tier.

-Improve CAASPP test participation

-Increase the percentage of learners graduating as prepared

The 2019 CA School Dashboard shows that 25.8% of iLEAD Hybrid learners graduated as prepared (compared to the state's percentage of 44.1%).

-Improve graduation rates for iLEAD Hybrid

The 2019 CA School Dashboard shows that 69.9% of iLEAD Hybrid learners graduated (compared to the state's percentage of 85.8%).

Four additional identified needs involve:

-Ensuring the social-emotional well-being of learners are being met as a result of the pandemic.

-Ongoing monitoring of teacher credentialing.

-Increase professional development opportunities for staff.

-Recruitment and retention of staff as a result of the pandemic.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Hybrid's Charter.

Key Features: The actions and services supporting goal #1 provide full funding for credentialed and classified staff salaries to support all student groups. It supplies all learners with personalized learning options through Project Based Learning coursework and/or curriculum aligned to state standards, as well as technology to increase learner engagement and success. It provides for a clean, safe, and well-maintained campus. School staff will receive professional learning on topics such as diversity, equity and inclusion, PBL, SEL, best practices, and academic content to increase the effectiveness of instruction to learners. Using MTSS, the school will support learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning.

Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

Key Features: The actions and services supporting goal #2 enable school staff to further develop and utilize internal monitoring systems to support academic and social-emotional growth and achievement across student groups including EL learners, socioeconomically disadvantaged, foster youth and those experiencing homelessness. This includes analysis of academic and SEL data to close achievement gaps in ELA and math. Action steps to support ongoing high school program development for college and career readiness (as indicated on the CA School Dashboard) will expand high school opportunities for learners.

Goal 3: Generate active engagement between parents, families and the school as well as connections with the community, to promote learner achievement and communication among all educational partners.

Key Features: The actions and services supporting goal #3 include ongoing educational partner engagement and the fostering of connectedness through school/community events and activities. It also includes supporting the mental health and wellness of all learners. Additional services and/or resources will be provided to EL learners, socioeconomically disadvantaged, foster youth, and those experiencing homelessness based on individual needs.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None.

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

iLEAD Hybrid is committed to the meaningful engagement of its educational partners in the development of the LCAP. For the annual update, feedback from families, learners, community members, board members, learners, and iLEAD Hybrid staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received, action steps under iLEAD Hybrid's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings.

During the 2021-22 school year, monthly parent meetings were held at iLEAD AV, while iLEAD Exploration held three virtual town hall meetings over the course of the year. This allowed opportunity for school staff and families to connect regarding the school program. Informal feedback was also received by families through monthly learning period meetings and at schoolwide events. ELAC meetings were held on 10/7/21 and 2/9/22 to provide an open forum for questions and feedback on the EL program. Additionally, monthly EL collaborations with the EL coordinators across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program. The WASC mid-cycle visit occurred in the spring of 2022 and focus groups (including parents, learners, school staff, leadership, and other community members) met to reflect on their mid-cycle report prior to the visit. Feedback was also received from the WASC visit itself.

iLEAD Exploration conducted staff surveys twice during the 2021-22 school year to gather feedback on general operations and leadership. Twice a year, learners and staff completed the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress towards academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent and learner surveys regarding aspects of the program were sent in the spring of 2022 to solicit feedback. These surveys addressed specific

aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback. Additionally, in the spring of 2022, iLEAD Schools' Equity Task Force also conducted listening sessions and/or facilitated surveys of staff, leadership and learners.

Monthly board meetings were held virtually with the opportunity for anyone from the public to attend (including staff, parents and learners). On June 22, 2022, a public hearing was held for additional feedback before the LCAP was board approved on June 29, 2022.

### A summary of the feedback provided by specific educational partners.

As a result of the pandemic, families and staff observed an increased number of learners experiencing feelings of depression, anxiety and/or in need of other mental health support. Learners also reflected this sentiment through self-evaluation on the iLEAD Comprehensive Growth Card. There is varying feedback on the rigor of academics, as indicated by parent surveys, learner achievement of academic goals, staff feedback and the 2019 CA School Dashboard data. Academic data on internal benchmarks and the 2019 CA State Dashboard show areas for growth, and learners are benefitting from additional tutoring and academic resources provided through synchronous instruction and more frequent check-ins. The WASC mid-cycle report and visit provided areas of focus that were also included in the LCAP. Areas for improvement include: college career readiness, graduation rates, recruitment and retainment of qualified staff, ongoing refinement of the MTSS process, and utilizing effective processes to measure and track all learner achievement. The high school team continues to work closely with all learners to increase college and career readiness, and are seeing a need to increase the number of community partnerships provided to unduplicated leaders.

### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Diversity, Equity, and Inclusion, MTSS, and Staff Retention (Goal 1): There is an ongoing need for building awareness in the area of diversity, equity and inclusion. School staff continue to work on developing MTSS so that all struggling learners are receiving the support needed. As a result of the pandemic, there is also a need to increase the retention rate of staff.

Academic Achievement and College-Career Readiness (Goal 2): The high school team is dedicated to increasing the number of learners who are graduated as prepared, and school staff is working to refine their monitoring processes to ensure achievement for all learners.

Social-Emotional Well-Being and Learner Engagement (Goal 3): Putting social-emotional needs first is critical, as it affects academic achievement and learner engagement. Families of low income, foster/homeless and EL learners could benefit from additional counseling support and community resources.

# Goals and Actions

## Goal

Goal #	Description
1	Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Hybrid's charter.

An explanation of why the LEA has developed this goal.

All learners are entitled to a rigorous and broad course of study, highly qualified teachers, standards-based learning/curriculum, current technology, well-maintained schools, and individualized support. Thus, the purpose of this goal is to provide optimal conditions of learning for all learners, ensuring access with appropriate supports and multiple forms of intervention based on each learner's need(s). Providing equity for all learners addresses the fact that not all students learn in the same ways, and many have individualized needs compared with their peers. Ongoing professional learning in diversity, equity and inclusion, best practices in education, as well as iLEAD cultural pieces to include social-emotional learning, will further improve the development of adaptive, inclusive learning environments.

This goal addresses the following State Priorities:  
Priority 1: Basic Services (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 7: Course Access (Conditions of Learning)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SARC	Misassignments of Teachers 19-20: 16 Misassignments of EL Learners 19-20: 16	Misassignments of Teachers 20-21: 18 Misassignments of EL Learners 20-21: 18			0 Misassignments of Teachers 0 Misassignments of EL Learners
CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials,	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials,			Basics: Teachers, Instructional Materials, Facilities: Standard Met 0% of Students Without Access to Their Own Copies of Curriculum

	Facilities: Standard Met 0% of Students Without Access to Their Own Copies	Facilities: Standard Met 0% of Students Without Access to Their Own Copies of Curriculum			
SARC	FIT Tool Ratings: 2019-20: Good	FIT Tool Rating 2020-21: Good			FIT Tool Rating: Good
2019 CA School Dashboard Local Indicators	2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met Access to a Broad Course of Study: Standard Met	2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met Access to a Broad Course of Study: Standard Met			2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met Access to a Broad Course of Study: Standard Met
CA School Dashboard: EL Learner Progress	2019 English Learner Progress: 51.3% making progress towards English language proficiency 35.8% progressed at least one ELPI level; 15.3% maintained level 4	2019 English Learner Progress: 51.3% making progress towards English language proficiency 35.8% progressed at least one ELPI level; 15.3% maintained level 4			English Learner Progress: 55% making progress towards English language proficiency 38% progressed at least one ELPI level; 14% maintained level 4
Professional Learning Attendance	100% of staff receiving diversified professional development in best practices, PBL, restorative practices, state standards, instruction	100% of staff receiving diversified professional development in best practices, PBL, restorative practices, state standards, instruction			100% of staff receiving diversified professional development in best practices, PBL, restorative practices, state standards, instruction
Professional Learning Attendance	1% of iLEAD Exploration staff received training in diversity, equity and inclusion.	95% of iLEAD Exploration staff received training in diversity, equity and inclusion.			100% of staff have received training in diversity, equity and inclusion.
CA School Dashboard	Baseline: Based on the 2019 CA School Dashboard: A-G: 18.1% fulfilled the	Baseline: Based on the 2019 CA School Dashboard: A-G: 18.1% fulfilled the A-			Desired Outcome: A-G: 21% fulfilled the A-G measure College Credit Courses: 30%

	A-G measure College Credit Courses: 25.3% fulfilled the college credit measure AP: 6% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	G measure College Credit Courses: 25.3% fulfilled the college credit measure AP: 6% fulfilled the AP measure CTE: 0% fulfilled the CTE measure			fulfilled the college credit measure AP: 8% fulfilled the AP measure CTE: 2% fulfilled the CTE measure
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Staff	Recruit, fund, and retain credentialed teachers (base teacher salaries and benefits) who will be assigned to appropriate classrooms in order to provide instruction for all learners. (State Priority #1, WASC Goal 3).	\$0.00	No
2	High Needs Support Team	Dedicate staff to support unduplicated learners in their academic and social emotional achievement (State Priority #1).		Yes
3	Access to Standards-Aligned Instructional Materials	School leadership and facilitators will ensure that all learners have access to standards-aligned instructional materials and technology (State Priority #1).		No
4	School Facilities	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities (State Priority #1).		No
5	Curriculum Offerings and Implementation of State Standards	School staff will research, develop, and/or implement resources and curriculum offerings for a broad course of study that ensures general alignment to the California Content Standards while allowing for freedom of innovation with instruction and/or project design for all learners leading to college and career readiness (State Priorities #2 & #7).		No
6	ELD Implementation of State Standards	The EL Coordinator and school staff will apply professional learning to provide English Learners with support for academic achievement through additional language support, ELlevation progress monitoring system, and other evidence-based resources that support inclusive learning environments (State Priority #2, WASC #1).		Yes
7	Professional Learning	All staff will engage in a variety of professional learning on best practices and first best instruction, utilizing the California Content Standards, to increase the effectiveness of instruction to all learners. School staff will also be trained on other iLEAD cultural and instructional practices such as Restorative Practices, PBL, SEL, Love and Logic, and/or 7 Habits as needed (State Priority #2).		No
8	Staff Recruitment and	Recruit and retain highly qualified, caring, and skilled educators and staff until retention and		No

	Retention	recruitment revert to pre-pandemic levels (State Priority #1, WASC #2).		
9	High School Course Access	School staff will increase the percentage of high schoolers who complete CA School Dashboard's college and career readiness measures including A-G coursework, college credit courses, AP, and/or CTE (State Priority #7).		No
10	Diversity, Equity, Inclusion	School leadership will implement diversity, equity and inclusion professional learning and practices to promote inclusive learning environments and opportunities for learners, staff and their families (State Priority #7).		Yes
11	Multi-Tiered Systems of Support	School staff will be provided professional learning to teach/model the iLEAD Learner Outcomes as a framework for a rigorous project-based curriculum. Using MTSS, the school will support all learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning (State Priority #7, WASC #5).		No

## Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 2021-22 school year, several reparations were made to the facilities at the AV studio. MTSS was implemented, with some learners successfully reengaging at tier one. One-to-one technology promoted learner engagement and success. The school implemented synchronous and asynchronous instruction to its learners. Amongst other professional learning, the staff was trained in diversity, equity and inclusion.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-23 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school strategically realigned its actions under each of the three goals so that the state priorities aligned with the goal. Goal one pertains to conditions for learning, which includes Priority 1: Basic Services; Priority 2: State Standards; and Priority 7: Course Access. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. Upon reflection of prior practice, the school added in an action about diversity, equity and inclusion as well as MTSS. Any actions under other goals in the LCAP pertaining to professional learning were incorporated under goal one. In the 2021-22 LCAP, there was a financial data entry error that caused all actions to repeat multiple times, so all actions were removed per LACOE's instructions and reentered so that the actions did not repeat themselves.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**





# Goal

Goal #	Description
2	Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

An explanation of why the LEA has developed this goal.

This goal emphasizes a continued focus on student achievement across all student groups to include increased ELA and math achievement on both state assessments and NWEA MAP (a California Department of Education (CDE)-approved, internal diagnostic assessment). The goal is to prepare learners academically and social-emotionally through project-based learning and/or personalized learning opportunities that align with state standards. Learner and credentialed teacher (facilitator) feedback on the iLEAD Comprehensive Growth Card, a measure on social-emotional, academic and personal goal-setting, also indicate a need for growth in academic achievement. Additionally, there is a need to concentrate efforts on the percentage of high schoolers graduating as prepared as indicated on the California School Dashboard's college/career indicator.

This goal addresses the following State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
NWEA MAP	iLEAD AV Reading CGI: -1.74 iLEAD AV Math CGI: -2.09 iLEAD Exploration Reading CGI: -1.33 iLEAD Exploration Math CGI: -0.93	iLEAD AV Reading CGI: -1.74 iLEAD AV Math CGI: -2.09 iLEAD Exploration Reading CGI: -1.33 iLEAD Exploration Math CGI: -0.93			iLEAD AV Reading CGI: 0 iLEAD AV Math CGI: 0 iLEAD Exploration Reading CGI: 0 iLEAD Exploration Math CGI: 0
CAASPP Testing: ELA & Math Participation Rates	CA School Dashboard: All Students ELA: 15.1 points below standard Math: 68.9 points below standard	CA School Dashboard: All Students ELA: 15.1 points below standard Math: 68.9 points below standard			ELA: 5 points below standard Math: 55 points below standard
CA School Dashboard: College and Career	2019 CA School Dashboard: 25.8% of iLEAD's learners	2019 CA School Dashboard: 25.8% of iLEAD's learners			2019 CA School Dashboard: 35% of iLEAD's learners who graduate as prepared on the CA School Dashboard

	who graduate as prepared on the CA School Dashboard	who graduate as prepared on the CA School Dashboard			
DataQuest EL Reclassification Rates	EL Reclassification 19-20: 19.6%	EL Reclassification 20-21: 15.2%			EL Reclassification 10%
iLEAD Comprehensive Growth Card	<p>AV Participation K-2 Facilitator: 89.9% 3-12 Facilitator: 69.3% AV Learner Participation K-2 Learner: 46.2% 3-12 Learner: 52.5% AV Results On average, 54.8% met academic goal. On average, 50.3% met SEL goal.</p> <p>iLEAD Hybrid Exploration Participation K-2 Facilitator/Learner: 86.10% 3-12: 91.3% iLEAD Hybrid Results On average, 61.5% met academic goal. On average, 55.5% met SEL goal.</p>	<p>AV Participation K-2 Facilitator: 89.9% 3-12 Facilitator: 69.3% AV Learner Participation K-2 Learner: 46.2% 3-12 Learner: 52.5% AV Results On average, 54.8% met academic goal. On average, 50.3% met SEL goal.</p> <p>iLEAD Hybrid Exploration Participation K-2 Facilitator/Learner: 86.10% 3-12: 91.3% iLEAD Hybrid Results On average, 61.5% met academic goal. On average, 55.5% met SEL goal.</p>			<p>AV Participation K-2 Facilitator: 100% 3-12 Facilitator: 100% AV Learner Participation K-2 Learner: 80% 3-12 Learner: 80% AV Results On average, 60% met academic goal. On average, 60% met SEL goal.</p> <p>iLEAD Hybrid Exploration Participation K-2 Facilitator/Learner: 95% 3-12 Facilitator/Learner: 95% iLEAD Hybrid Results On average, 65% met academic goal. On average, 60% met SEL goal.</p>
DataQuest	63/132 earned Golden State Seal Merit Diploma 2/132 Seal of Biliteracy 20/132 Met UC/CSU requirements	63/132 earned Golden State Seal Merit Diploma 2/132 Seal of Biliteracy 20/132 Met UC/CSU requirements			52% earned Golden State Seal Merit Diploma 5% Seal of Biliteracy 20% Met UC/CSU requirements

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Student Achievement	School staff will support all learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. School staff will work to increase the percentage of learners who participate in internal and state assessments (State Priority #4, WASC #1).		No
2	College and Career Readiness	The school will ensure high school graduates are college and career ready based on the CCI indicator by offering AP and A-G classes, college credit courses, state seal of biliteracy, and CTE pathways in order to graduate prepared for college and career as indicated on the CA School Dashboard. Learners will receive counseling and support for college readiness (State Priority #4, WASC #2).		No
3	EL Learner Achievement	School staff will support EL learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #2).		Yes
4	Socioeconomically Disadvantaged Achievement	School staff will support socioeconomically disadvantaged learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #2).		Yes
5	Foster/Homeless Youth Achievement	School staff will support foster/homeless learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #2).		Yes
6	Students with Disabilities Achievement	School staff will support students with disabilities in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. School staff will work to increase the percentage of learners who participate in internal and state assessments (State Priority #4, WASC #2).		No
7	EL Reclassification	The EL Coordinator and other school staff will utilize professional development principles in ELD and regularly analyze data to provide targeted support with a focus on increased English proficiency in reading, listening, speaking, and writing to ensure progress is being made towards reclassification (State Priority #4).		Yes
8	Individual Learning Plan (ILP)	Through a variety of strategies including professional development sessions, learner-led conferences and/or learning period meetings, school staff will work with learners to create goals and action plans to improve academic performance and social-emotional learning (SEL). Additionally, school staff will provide SEL strategies to support learners in achieving their personal goals (State Priority #8).		No
9	Other High School Outcomes	School staff will maximize opportunities for high schoolers to be recognized for achievements by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, and/or the National Merit scholarship (State Priority #8, WASC Goal #2).		No

# Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.
There were no substantive differences in planned actions and actual implementation of these actions.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
An explanation of how effective the specific actions were in making progress toward the goal.
During the 2021-22 school year, iLEAD Hybrid experienced its highest testing rate participation in the history of the school. The high school program hosted its second college fair and hosted webinars to support college and career readiness. High school counselors engaged with all high school learners. A virtual PBL class was piloted. Learner achievement continues to be monitored across student groups.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
For the 2022-23 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school strategically realigned its actions under each of the three goals so that the state priorities aligned with the goal. Goal two pertains to student outcomes, which includes Priority 4: Pupil Achievement and Priority 8: Other Pupil Outcomes. Any measures pertaining to student achievement elsewhere in the LCAP were placed under this goal. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. In the 2021-22 LCAP, there was a financial data entry error that caused all actions to repeat multiple times, so all actions were removed per LACOE's instructions and reentered so that the actions did not repeat themselves.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
3	Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all educational partners.

## An explanation of why the LEA has developed this goal.

Upon consideration of educational partner feedback on the effects of the COVID-19 pandemic on the school's learners, this goal addresses the need for a strategic focus on learner well-being and family engagement in school activities. The charter school will continue to strengthen, support and expand opportunities for learners to understand how to succeed academically and social-emotionally, develop supportive relationships, foster a positive school culture, and increase school engagement. A renewed emphasis will also be placed on family involvement and parent education to increase learner and family connectedness in a safe, supportive, and stable learning environment.

This goal addresses the following State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Educational Partner Meetings	A minimum of three parent meetings throughout the year.	A minimum of three parent meetings throughout the year.			A minimum of three parent meetings throughout the year.
CA School Dashboard DataQuest	0% suspension rate 0% expulsion rate 0% HS Dropout rate 0% MS Dropout rate	0% suspension rate 0% expulsion rate 0% HS Dropout rate 0% MS Dropout rate			0% suspension rate 0% expulsion rate 0% HS Dropout rate 0% MS Dropout rate
CA School Dashboard CALPADS Report	0.9% Chronic absenteeism 100% Attendance rate	0.9% Chronic absenteeism 100% Attendance rate			0.9% Chronic absenteeism 100% Attendance rate
Panorama Parent Survey	Exploration: 98% family engagement AV: 94% family engagement	Exploration: 98% family engagement AV: 94% family engagement			Exploration: 98% family engagement AV: 94% family engagement

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Partners	To solicit feedback and provide program updates, school staff will facilitate educational partner events or meetings and conduct an annual survey for input on the school and its programs (State Priority #3).		No
2	Family Education	School staff will provide ongoing educational opportunities such as the annual SPED symposium and Parent University webinars for families in order to promote engagement (State Priority #3).		No
3	Academic Counseling and Support	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of high school and middle school learners. The school will also increase the number of community partnerships to support learners and their families (State Priority #5, WASC Goal #2).		No
4	EL Academic Counseling and Support	The EL Coordinator and other school staff will provide academic counseling and resources to a high, four-year graduation rate while also lowering the school's dropout rate of its EL high school and middle school learners (State Priority #5, WASC Goal #2).		Yes
5	Homeless and Foster Youth Academic Counseling and Support	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its homeless and foster youth high school and middle school learners (State Priority #5, WASC Goal #2).		Yes
6	Socioeconomically Disadvantaged Academic Counseling and Support	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its socioeconomically disadvantaged high school and middle school learners (State Priority #5, WASC Goal #2).		Yes
7	School Attendance:	School staff will provide extra support for learners exhibiting challenges with academics and SEL to minimize chronic absenteeism and support a strong attendance rate (State Priority #5).		No
8	School Climate	iLEAD's staff will personalize learning and develop relationships through the core program to ensure that learners have a safe and nurturing environment while at school. School staff will incorporate strategies from Love & Logic, Restorative Practices, and/or 7 Habits to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions (State Priority #6).		No
9	Learner Engagement	The school will host academic (such as learner-led conferences or showcases of learning), family and community events for learners to share their artistic and academic endeavors with peers, parents and the community (State Priority #6).		No

## Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

iLEAD Hybrid provides many engaging events and activities resulting in low chronic absenteeism, suspension and expulsion rates. Among the activities are webinars, learner-led clubs, Parent Universities, a SPED Symposium, and end of the year celebrations. School leadership engages with families to receive feedback on the program. Inadequate progress monitoring is effective and thorough.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-23 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school strategically realigned its actions under each of the three goals so that the state priorities aligned with the goal. Goal three pertains to engagement, which includes Priority 3: Parental Involvement, Priority 5: Pupil Engagement, and Priority 6: School Climate. Actions and measures pertaining to high school graduation rates were moved to this goal. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. In the 2021-22 LCAP, there was a financial data entry error that caused all actions to repeat multiple times, so all actions were removed per LACOE's instructions and reentered so that the actions did not repeat themselves.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%		0.00%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

<p>For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.</p> <p>When developing each action for iLEAD Hybrid, it was important to first consider the needs of foster youth, English learners, and socioeconomically disadvantaged learners (including those experiencing homelessness) in order to develop a plan on how to increase and improve services to these learners during the 2022-23 school year. School staff can reduce barriers and increase equity and access through evidence-based, trauma-sensitive supports and practices that provide opportunities for success. In order to address achievement gaps in ELA and math, and to help these learners in their academic and SEL achievement (to include college and career), the school plans to implement several actions to target these learners directly, with the goal of increasing their engagement in learning, improving academic support and student achievement, removing barriers to education, addressing social-emotional needs, and promoting school-family connections/partnerships.</p> <p>More specifically, the unique needs of foster youth include additional academic support/interventions, community resources, counseling support, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance. The unique needs of EL learners include English language development, additional academic support/interventions, difficulty accessing curriculum due to language barriers, primary language support, literacy skill building, language acquisition monitoring, community resources, equity and inclusion, social-emotional support, individualized learning plans, family translation services, and parent/family assistance. The unique needs of socioeconomically disadvantaged include additional academic support/interventions, community resources, counseling support, funding to access AP exams, college credit courses, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance.</p> <p>Due to the COVID-19 pandemic, state metrics were suspended for two years on the CA School Dashboard which means no current 2020 or 2021 data (aside from local priorities) was available. Thus, the 2019 Dashboard data included in the LCAP is a baseline, and updated data will be provided to the charter school during the 2022-23 school year (to include state testing results, as the school’s learners resumed state testing in the spring of 2022). When compared to all students and the state, the 2019 CA School Dashboard shows the following (note: foster youth did not have a significant population of 11 or more students to provide Dashboard data):</p>
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ELA: In the “All Students” category, iLEAD Hybrid learners were 15.1 points below standard overall (the state was 2.5 points below standard), yet iLEAD Hybrid’s English learners were 41.4 points below standard, and socioeconomically disadvantaged were 46.5 points below standard.

Math: In the “All Students” category, iLEAD Hybrid learners were 68.9 points below standard overall (the state was 33.5 points below standard), yet iLEAD Hybrid’s English learners were 87.2 points below standard, and socioeconomically disadvantaged were 103.3 points below standard.

College/Career: 25.8% of all iLEAD Hybrid learners graduated as prepared (compared to 44.1% of all students in the state), yet 14.3% of iLEAD Hybrid’s socioeconomically disadvantaged graduated as prepared (there were not enough EL learners graduating that year to track progress in this area).

Graduation Rate: 69.9% of all iLEAD Hybrid learners graduated (compared to 85.8% of all students in the state), yet 69% of iLEAD Hybrid’s socioeconomically disadvantaged graduated as prepared (there were not enough EL learners graduating that year to track progress in this area).

Chronic Absenteeism: 0.9% of all iLEAD Hybrid learners were chronically absent (compared to 10.1% of all students in the state), yet 1.3% of iLEAD Hybrid’s English learners and 2.1% of socioeconomically disadvantaged were chronically absent.

When creating actions, the school also evaluated NWEA MAP benchmark results, SEL data, counselor/liaison feedback, attendance, and SST information. Additionally, feedback from counselors, facilitators, liaisons, families, learners, office staff, community partners, board members and/or EL collaborations was considered. Through family meetings, discussions at school events, and school surveys, educational partner feedback regarding curriculum/instruction, safety, school culture, and diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met.

In goal one, the school created an action to provide professional learning to include diversity, equity and inclusion. These trainings are principally directed towards identifying any specific needs of unduplicated learners, referring them for additional support as needed (which also ties into the actions in goals two and three) and addressing any discrepancies in diversity, equity and inclusion in the classroom as it relates to curriculum and instruction. School staff will be able to better identify, support and implement practices/resources that increase services to these unduplicated groups.

In goal two, the school plans to monitor these identified student groups both academically and social-emotionally in order to provide additional, targeted support to promote learner achievement and college and career readiness. The school will increase counseling, monitoring and support to ensure unduplicated are utilizing opportunities to take AP classes, A-G classes, college credit courses, earn the state seal of biliteracy, and/or enroll in CTE pathways in order to graduate prepared as indicated on the CA School Dashboard.

In goal three, ongoing family education and additional resources (through counseling support, community partnerships and/or additional resources based on individual need) will be dedicated to support these learners through the guidance of school counselors, liaisons and coordinators. Families of unduplicated learners are often less connected to school and sometimes need additional support on how to support their learners in the home typically resulting in higher rates of chronic absenteeism and lower graduation rates.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

During the 2022-23 school year, the school plans to use supplemental grant funds received under the Local Control Funding Formula to increase and improve the services of these special populations of students as follows:

#### Foster Youth

- Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
- Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
- Direct support services from liaisons and coordinators to provide community resources in order to meet each learner’s social-emotional and physical needs.
- Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
- Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
- Support for families through ongoing family education and other planned events to support parents/guardians.

#### English Learners

- Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational/language barriers and other unique challenges.
- Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
- Individualized translation services as needed for families to effectively communicate with school staff.
- Additional language support from ELD facilitators and the EL coordinator.
- Additional support and guidance for Integrated and Designated ELD and ELPAC testing through the use of Ellevation, Brian Pop ELL, and small group instruction.
- Supplemental language development programs and resources to increase literacy and build English proficiency.
- Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
- Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
- Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
- Support for families through ongoing family education and other planned events to support parents/guardians.
- Additional family resources and connections through the EL Quarterly newsletter.

#### Socioeconomically Disadvantaged

- Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
- Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
- Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
- Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
- Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
- Support for families through ongoing family education and other planned events to support parents/guardians.
- Supplemental funding for AP exam fees as needed.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	<b>Schools with a student concentration of 55 percent or less</b>	<b>Schools with a student concentration of greater than 55 percent</b>
Staff-to-student ratio of classified staff providing direct services to students	201:1	
Staff-to-student ratio of certificated staff providing direct services to students	23:1	

# Action Tables

## 2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals					\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully Credentialed and Appropriately Assigned Staff	All					\$0.00
1	2	High Needs Support Team	English learner (EL), Foster Youth, Low Income					\$0.00
1	3	Access to Standards-Aligned Instructional Materials	All					\$0.00
1	4	School Facilities	All					\$0.00
1	5	Curriculum Offerings and Implementation of State Standards	All					\$0.00
1	6	ELD Implementation of State Standards	English learner (EL)					\$0.00
1	7	Professional Learning	All					\$0.00
1	8	Staff Recruitment and Retention	All					\$0.00
1	9	High School Course Access	All					\$0.00
1	10	Diversity, Equity, Inclusion	English learner (EL), Foster Youth, Low Income					\$0.00
1	11	Multi-Tiered Systems of Support	All					\$0.00
2	1	Student Achievement	All					\$0.00
2	2	College and Career Readiness	All					\$0.00

2	3	EL Learner Achievement	English learner (EL)					\$0.00
2	4	Socioeconomically Disadvantaged Achievement	Low Income					\$0.00
2	5	Foster/Homeless Youth Achievement	Foster Youth					\$0.00
2	6	Students with Disabilities Achievement	Student with Disabilities (SWD)					\$0.00
2	7	EL Reclassification	English learner (EL)					\$0.00
2	8	Individual Learning Plan (ILP)	All					\$0.00
2	9	Other High School Outcomes	All					\$0.00
3	1	Educational Partners	All					\$0.00
3	2	Family Education	All					\$0.00
3	3	Academic Counseling and Support	All					\$0.00
3	4	EL Academic Counseling and Support	English learner (EL)					\$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support	Foster Youth					\$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support	Low Income					\$0.00
3	7	School Attendance:	All					\$0.00
3	8	School Climate	All					\$0.00
3	9	Learner Engagement	All					\$0.00

# 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
		NaN	0.00% - No Carryover	NaN	\$0.00	0.00%	NaN	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	
								Schoolwide Total:	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	High Needs Support Team	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		
1	6	ELD Implementation of State Standards	Yes	LEA-wide	English learner (EL)	All Schools		
1	10	Diversity, Equity, Inclusion	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		
2	3	EL Learner Achievement	Yes	LEA-wide	English learner (EL)	All Schools		
2	4	Socioeconomically Disadvantaged Achievement	Yes	LEA-wide	Low Income	All Schools		
2	5	Foster/Homeless Youth Achievement	Yes	LEA-wide	Foster Youth	All Schools		
2	7	EL Reclassification	Yes	LEA-wide	English learner (EL)	All Schools		
3	4	EL Academic Counseling and Support	Yes	LEA-wide	English learner (EL)	All Schools		
3	5	Homeless and Foster Youth Academic Counseling and Support	Yes	LEA-wide	Foster Youth	All Schools		
3	6	Socioeconomically Disadvantaged Academic Counseling and Support	Yes	LEA-wide	Low Income	All Schools		

# 2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$35,087,343.00	

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Scope & Sequence (1000,2000,3000 non contrib)	No	\$20,019,515.00	\$0.00
1	2	Teacher Credentials (1120)	No	\$0.00	\$0.00
1	3	Grade Level Resources (4100s)	No	\$141,008.00	\$0.00
1	4	Facilities (4325)	No	\$9,000.00	\$0.00
1	5	PD: SLOs	No	\$0.00	\$0.00
1	6	PD: Instruction (1310)	No	\$0.00	\$0.00
1	7	Academic Achievement: EL (1000,3000s)	Yes	\$0.00	\$0.00
1	8	Academic Achievement: Foster Youth & Homeless (1000s, 3000s contrib)	Yes	\$0.00	\$0.00
1	9	Academic Achievement: Low Income Learners (1000 3000)	Yes	\$0.00	\$0.00
1	10	Professional Development: DEI (1000s)	No	\$0.00	\$0.00
1	11	PD: Suicide Prevention (1310)	No	\$0.00	\$0.00
1	12	Scope and Sequence ( 1.1 1000-3000 contrib)	Yes	\$1,743,696.00	\$0.00
1	13	Scope and Sequence ( 1.1 iCA ed supp non contrib 5801)	No	\$894,318.00	\$0.00
1	14	Scope and Sequence (1.1 5801 iCA supp contrib)	Yes	\$723,417.00	\$0.00



1	15	Scope and Sequence (1.1 5852 ica student support)	No	\$3,093,131.00	\$0.00
1	16	Teacher Credentials (1.2 5807 BTSA cred)	No	\$4,600.00	\$0.00
1	17	Grade Level Resources (1.3 4335 )	No	\$6,022,020.00	\$0.00
1	18	Grade Level Resources 1.3 (4400s)	No	\$400,000.00	\$0.00
1	19	Grade Level Resources 1.3 (5200s PD)	No	\$104,769.00	\$0.00
1	20	Grade Level resources ( 1.3 5801 iCA shared serv Ed supp)	No	\$483,749.00	\$0.00
1	21	Grade Level resources ( 1.3 5801 ica shared serv Makers)	No	\$410,568.00	\$0.00
1	22	Grade level resources (1.3 5801 iCA shared serv. contrib)	Yes	\$0.00	\$0.00
1	23	Facilities (1.4 4330 Healthand Safety)	No	\$14,659.00	\$0.00
1	24	Facilities ( 1.4 5500s Utilities)	No	\$38,576.00	\$0.00
1	25	Facilities ( 1.4 5600s rent...)	No	\$338,032.00	\$0.00
1	26	Facilities (1.4 5801 iCA shared serv educ tech supp)	No	\$266,080.00	\$0.00
1	27	Facilities (1.4 5801 iCA shared serv Facilities support)	No	\$112,489.00	\$0.00
1	28	Pd: Instruction (1.6 1910)	No	\$0.00	\$0.00
1	29	PD: Instruction (1.6 5200)	No	\$0.00	\$0.00
1	30	PD: Instruction ( 1.6 5801 ica acad coach)	No	\$0.00	\$0.00
1	31	Academic Achievement EL (1.7 2120 3000 classified )	Yes	\$0.00	\$0.00
1	32	Academic Achievement EL (1.7 5200 5801 PD DEI , mtss, EL strat)	Yes	\$0.00	\$0.00
1	33	Academic Achievement EL (1.7 Cred couns 5852)	Yes	\$0.00	\$0.00
1	34	Academic Achievement EL (1.7 1900,3000 extra duty	Yes	\$0.00	\$0.00

		assig)			
1	35	Academic Achievement EL (1.7 5600 curric libr rent)	Yes	\$50,000.00	\$0.00
1	36	Academic Achievement EL (1.7 4400 5840 technology learn platforms)	Yes	\$41,600.00	\$0.00
1	37	Academic achievement EL (1.7 4100)	Yes	\$0.00	\$0.00
1	38	Academic Achievement EL (1.7 5801 iCA contr serv EL)	Yes	\$0.00	\$0.00
1	39	Academic Achievement EL (1.7 1120, 3000)	Yes	\$0.00	\$0.00
1	40	Academic Achievement EL (1.7 5801 ica cont serv acad coach)	Yes	\$0.00	\$0.00
1	41	Academic Achievement Homeless and Foster Youth (1.8 2120,3000)	Yes	\$0.00	\$0.00
1	42	Academic Achievement Homeless and Foster Youth (1.8 5200, 5801 PD, DEI, MTSS)	No	\$0.00	\$0.00
1	43	Academic Achievement Homeless and Foster Youth (1.8 5852 couns staff)	Yes	\$0.00	\$0.00
1	44	Academic Achievement Homeless and Foster Youth (1.8 1900,3000 extra duty assgn)	Yes	\$0.00	\$0.00
1	45	Academic Achievement Homeless and Foster Youth (1.8 5600 curriculum lib)	Yes	\$0.00	\$0.00
1	46	Academic Achievement Homeless and Foster Youth (1.8 4400, 5840 tech learning platforms)	Yes	\$0.00	\$0.00
1	47	Academic Achievement Homeless and Foster Youth (1.8 4100 bridges)	Yes	\$0.00	\$0.00
1	48	Academic Achievement Homeless and Foster Youth (1.8 5801 ica contract services educ support maker)	Yes	\$0.00	\$0.00

1	49	Academic Achievement Homeless and Foster Youth (1.8 1120 3000 EL coord)	Yes	\$0.00	\$0.00
1	50	Academic Achievement: Low Income Learners (1.9 1120 2120 3000)	Yes	\$0.00	\$0.00
1	51	Academic Achievement: low income learners (1.9 5200 5801 PD DEI, MTSS, EL)	Yes	\$0.00	\$0.00
1	52	Academic Achievement: Low income (1.9 5852 cred couns)	Yes	\$0.00	\$0.00
1	53	Academic Achievement: low income (1.9 1900 3000 Extra duty assign)	Yes	\$0.00	\$0.00
1	54	Academic Achievement: Low Income (1.9 5600 curr lib rent)	Yes	\$0.00	\$0.00
1	55	academic achievement : Low income (1.9 Tech learning platf 4400 5840)	Yes	\$0.00	\$0.00
1	56	academic achievement : low income (1.9 bridges 4100)	Yes	\$0.00	\$0.00
1	57	academic achievement: low income (1.9 5801 iCA contr servs)	Yes	\$0.00	\$0.00
1	58	academic achievement : low income (1.9 EL coord 1120 3000)	Yes	\$0.00	\$0.00
1	59	Professional Development DEI (1.10 2120 2120 classrm care team)	Yes	\$0.00	\$0.00
1	60	Professional development DEI (1.10 1310)	No	\$0.00	\$0.00
1	61	Professional development DEI (1.10 1910)	No	\$0.00	\$0.00
1	62	Professional development DEI (1.10 5801 ica educ support MTSS)	No	\$0.00	\$0.00
2	1	Academic Performance (1000s)	No	\$0.00	\$0.00
2	2	Schoolwide Learning Outcomes (1000s)	No	\$0.00	\$0.00
2	3	Studio Presentations of	No	\$0.00	\$0.00

		Learning (5801 ica maker team)			
2	4	SEL: EL Learners (1000s)	No	\$0.00	\$0.00
2	5	SEL: Foster & Homeless Youth (1000s)	No	\$0.00	\$0.00
2	6	SEL: Low Income Learners (1000s)	No	\$0.00	\$0.00
2	7	Assessments: Participation (1000s)	No	\$0.00	\$0.00
2	8	SST (5801 iCA MTSS coaching)	No	\$0.00	\$0.00
2	9	High School: CCI (1310)	No	\$0.00	\$0.00
2	10	High School: CTE (1310)	No	\$0.00	\$0.00
2	11	SEL	No	\$0.00	\$0.00
2	12	Academic Performance (2.1 4317)	Yes	\$11,038.00	\$0.00
2	13	Academic Performance (5801) 2.1	No	\$0.00	\$0.00
2	14	Schoolwide Learning Outcomes (2.2 4317)	No	\$0.00	\$0.00
2	15	Schoolwide Learning Outcomes (2.2 5801)	No	\$0.00	\$0.00
2	16	studio Presentation of Learning (2.3 5801)	No	\$0.00	\$0.00
2	17	SEL: EL Learners (2.4 5801)	Yes	\$0.00	\$0.00
2	18	SEL Foster and Homeless Youth (2.5 5801)	Yes	\$0.00	\$0.00
2	19	SEL: Low income learners (2.6 5801)	Yes	\$0.00	\$0.00
2	20	Assessments: Participation (2.7. 4100s, 4335, 4430, 5200s, 5801, 5801)	No	\$0.00	\$0.00
2	21	SEL (2.8 5801)	No	\$0.00	\$0.00
2	22	High School: CCI (2.9 5801)	No	\$0.00	\$0.00
2	23	Hlgh School: CTE (2.10 5801)	No	\$0.00	\$0.00
2	24	SEL (2.11 5801)	No	\$0.00	\$0.00
2	25	Academic Performance (2.1 1310)	No	\$0.00	\$0.00
2	26	Academic Performance (2.1	No	\$0.00	\$0.00

		5801 ica educ supp and makers)			
2	27	Schoolwide Learning Outcomes (2.2 1310)	No	\$0.00	\$0.00
2	28	Schoolwide Learning outcomes (2.2 4317)	Yes	\$0.00	\$0.00
2	29	Schoolwide Learning Outcomes (2.2 5801 ica educ support makers)	No	\$0.00	\$0.00
2	30	Studio presentations of learning (2.3 1000s)	No	\$0.00	\$0.00
2	31	studio presentations of learning (2.3 1310)	No	\$0.00	\$0.00
2	32	SEL EL learners (2.4 1310)	No	\$0.00	\$0.00
2	33	SEL: EI Learners (2.4 5852 credent.couns)	No	\$0.00	\$0.00
2	34	SEL: EL Learners (2.4 5852 iCA cred couns)	No	\$0.00	\$0.00
2	35	SEL: Foster Youth and Homeless (2.5 1310)	No	\$0.00	\$0.00
2	36	SEL: Foster and Homeless Youth (2.5 5801 cred couns)	No	\$0.00	\$0.00
2	37	SEL: Low Income learners (2.6 1310 ed spec)	No	\$0.00	\$0.00
2	38	SEL: Low Income Learners (2.6 5801 cred couns sped)	No	\$0.00	\$0.00
2	39	Assessments: participation (2.7 4100s)	No	\$0.00	\$0.00
2	40	Assessments: participation (2.7 4335 ed matrsls)	No	\$0.00	\$0.00
2	41	Assessment: participation (2.7 4330 stu tech)	No	\$0.00	\$0.00
2	42	Assessment : Participation (2.7 5200s)	No	\$0.00	\$0.00
2	43	Assessment: Participation (2.7 5801 iCA shared serv educ supp)	No	\$0.00	\$0.00
2	44	Assessment: participation (2.7 5801 iCA Makers)	No	\$0.00	\$0.00
2	45	SST (2.8 1120 SST coord)	No	\$0.00	\$0.00
2	46	High School: CCI (2.9 5852 cred couns)	No	\$0.00	\$0.00

2	47	High school: CTE (2.10 5852 cred couns)	No	\$0.00	\$0.00
2	48	Academic Performance (2.1 1310)	No	\$0.00	\$0.00
3	1	School Communication (4345 printing sup)	No	\$6,287.00	\$0.00
3	2	School Events (2110)	No	\$0.00	\$0.00
3	3	Stakeholder Meetings (1310)	No	\$0.00	\$0.00
3	4	Resource Support: EL Learners (2120 2120 3000)	Yes	\$0.00	\$0.00
3	5	Resource Support: Foster Youth & Homeless (2120 2120 3000)	Yes	\$0.00	\$0.00
3	6	Resource Support: Low Income Learners (2120 2120 3000)	Yes	\$0.00	\$0.00
3	7	Student Engagement (2120 2120 3000)	Yes	\$0.00	\$0.00
3	8	Graduation Rate (5852 cred couns)	No	\$0.00	\$0.00
3	9	School Communication (3.1 5850 stu info system platform)	No	\$158,791.00	\$0.00
3	10	School Events (3.2 1000s)	No	\$0.00	\$0.00

## 2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	\$2,569,751.00		\$2,569,751.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	7	Academic Achievement: EL (1000,3000s)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	8	Academic Achievement: Foster Youth & Homeless (1000s, 3000s contrib)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	9	Academic Achievement: Low Income Learners (1000 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	12	Scope and Sequence ( 1.1 1000-3000 contrib)	Yes	\$1,743,696.00	\$0.00	0.00%	0.00%
1	14	Scope and Sequence (1.1 5801 iCA supp contrib)	Yes	\$723,417.00	\$0.00	0.00%	0.00%
1	22	Grade level resources (1.3 5801 iCA shared serv. contrib)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	31	Academic Achievement EL (1.7 2120 3000 classified )	Yes	\$0.00	\$0.00	0.00%	0.00%
1	32	Academic Achievement EL (1.7 5200 5801 PD DEI , mtss, EL strat)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	33	Academic Achievement EL (1.7 Cred couns 5852)	Yes	\$0.00	\$0.00	0.00%	0.00%

1	34	Academic Achievement EL (1.7 1900,3000 extra duty assig)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	35	Academic Achievement EL (1.7 5600 curric libr rent)	Yes	\$50,000.00	\$0.00	0.00%	0.00%
1	36	Academic Achievement EL (1.7 4400 5840 technology learn platforms)	Yes	\$41,600.00	\$0.00	0.00%	0.00%
1	37	Academic achievement EL (1.7 4100)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	38	Academic Achievement EL (1.7 5801 iCA contr serv EL)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	39	Academic Achievement EL (1.7 1120, 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	40	Academic Achievement EL (1.7 5801 ica cont serv acad coach)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	41	Academic Achievement Homeless and Foster Youth (1.8 2120,3000)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	43	Academic Achievement Homeless and Foster Youth (1.8 5852 couns staff)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	44	Academic Achievement Homeless and Foster Youth (1.8 1900,3000 extra duty assgn)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	45	Academic Achievement Homeless and Foster Youth (1.8 5600 curriculum lib)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	46	Academic Achievement Homeless and Foster Youth (1.8 4400, 5840 tech learning platforms)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	47	Academic Achievement Homeless and Foster Youth (1.8 4100 bridges)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	48	Academic Achievement Homeless and Foster Youth (1.8 5801 ica contract services educ support maker)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	49	Academic Achievement Homeless and Foster Youth (1.8 1120 3000 EL coord)	Yes	\$0.00	\$0.00	0.00%	0.00%



1	50	Academic Achievement: Low Income Learners (1.9 1120 2120 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	51	Academic Achievement: low income learners (1.9 5200 5801 PD DEI, MTSS, EL)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	52	Academic Achievement: Low income (1.9 5852 cred couns)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	53	Academic Achievement: low income (1.9 1900 3000 Extra duty assign)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	54	Academic Achievement: Low Income (1.9 5600 curr lib rent)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	55	academic achievement : Low income (1.9 Tech learning platf 4400 5840)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	56	academic achievement : low income (1.9 bridges 4100)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	57	academic achievement: low income (1.9 5801 iCA contr servs)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	58	academic achievement : low income (1.9 EL coord 1120 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	59	Professional Development DEI (1.10 2120 2120 classrm care team)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	12	Academic Performance (2.1 4317)	Yes	\$11,038.00	\$0.00	0.00%	0.00%
2	17	SEL: EL Learners (2.4 5801)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	18	SEL Foster and Homeless Youth (2.5 5801)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	19	SEL: Low income learners (2.6 5801)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	28	Schoolwide Learning outcomes (2.2 4317)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	4	Resource Support: EL Learners (2120 2120 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	5	Resource Support: Foster Youth & Homeless (2120 2120 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%

3	6	Resource Support: Low Income Learners (2120 2120 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	7	Student Engagement (2120 2120 3000)	Yes	\$0.00	\$0.00	0.00%	0.00%

## 2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
		0.00%	0.00%		0.00%	0.00%	- No Carryover	0.00% - No Carryover

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.



**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year:*** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:



After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

**EMPLOYMENT - NEW HIRES**

**iLEAD AV - Exploration**

Adrieanna Rodgers - Office Assistant - 6/13/22

**iLEAD Hybrid - AV**

N/A

**iLEAD Hybrid - Exploration**

Rebecca Hu - Educational Facilitator - 5/2/22

**RESIGNATIONS/TERMINATIONS**

**iLEAD AV - Exploration**

N/A

**iLEAD Hybrid - AV**

N/A

**iLEAD Hybrid - Exploration**

Elizabeth Vombaur - Care Team - Student Support - 5/6/22

Spring Cooke - Educational Facilitator - 5/6/22

Christine Vargas - Care Team - Student Support - 5/25/22

Jacquelyne Washington - Care Team - Student Support - 6/10/22

**STATUS CHANGE**

**iLEAD AV - Exploration**

N/A

**iLEAD Hybrid - AV**

N/A

**iLEAD Hybrid - Exploration**

Jennifer Ro - part time to full time Educational Facilitator - 5/3/22

Jennifer Whitsell - part time to full time Educational Facilitator - 5/5/22s

**EMPLOYMENT – NEW HIRES**

Renee Villahermosa - Student Support - Certified Occupational Therapy Assistant - 5/16/22

**RESIGNATIONS/TERMINATIONS**

Katrina Acuna - Student Support - Certified Occupational Therapy Assistant - 5/3/22

Arkaja Newman - Benefits Specialist - 5/23/22

Christine Zacherl - Student Support - Certified Occupational Therapy Assistant - 5/24/22

Kiera Jew - Care Team - Student Support - 6/8/22

**STATUS CHANGE**

N/A

**Company Name:** iLEAD California  
**Report Name:** Payment Register  
**Report Title 2:** Mission Valley Bank  
**Footer Text:** 04/28/2022-06/15/2022  
**Created On:** 6/16/22  
**Location:** ICC1--iLEAD California Charters 1

Date	Vendor	Document No	Amount
4/28/22	ARDE001--Ardent Academy for Gifted Youth	EFT	-140.00
4/28/22	ARGO000--Argo Brothers Inc.	EFT	-295.50
4/28/22	BLOO000--Bloom School of Music and Dance	EFT	-147.00
4/28/22	GRAV001--Gravie, Inc	EFT	51,155.50
4/28/22	GRAV001--Gravie, Inc	EFT	23,742.63
4/28/22	GRAV001--Gravie, Inc	EFT	4,966.81
4/28/22	RELI000--Reliant Investments, Inc.	EFT	-600.00
4/29/22	AACA000--AACA REL	EFT	14,775.69
4/29/22	ABRI000--A Brighter Child [P]	EFT	278.42
4/29/22	ABRI000--A Brighter Child [P]	EFT	72.10
4/29/22	ACAD004--Academics in a Box Inc. [P]	EFT	86.85
4/29/22	ACOR000--Acorn Naturalists [P]	EFT	171.80
4/29/22	AKIN000--Akins IT Inc	EFT	250.00
4/29/22	ALLA000--All About Learning Press Inc [P]	EFT	236.97
4/29/22	ALLA000--All About Learning Press Inc [P]	EFT	265.75
4/29/22	AMAZ100--Amazon Capital Services (iCA)	EFT	21.88
4/29/22	AMAZ100--Amazon Capital Services (iCA)	EFT	2,245.92
4/29/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	2,213.72
4/29/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	1,041.04
4/29/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	409.23
4/29/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	14.34
4/29/22	ANDY002--AndyMark, Inc.	EFT	477.35
4/29/22	APPL000--Apple Inc	EFT	2,202.03
4/29/22	APPL000--Apple Inc	EFT	273.48
4/29/22	ARTO000--AoPS Incorporated	EFT	58.43
4/29/22	ARTO000--AoPS Incorporated	EFT	96.00
4/29/22	ARTS001--Wishmill Corp	EFT	74.01
4/29/22	BEAU000--Beautiful Feet Books [P]	EFT	694.63
4/29/22	BEAU000--Beautiful Feet Books [P]	EFT	346.63
4/29/22	BLAC006--Blackbird & Co.	EFT	452.42
4/29/22	BLAC006--Blackbird & Co.	EFT	296.45
4/29/22	BLIC000--Blick Art Materials [P]	EFT	676.31
4/29/22	BLIC000--Blick Art Materials [P]	EFT	2,120.70
4/29/22	BLIC000--Blick Art Materials [P]	EFT	2,791.92
4/29/22	BLIC000--Blick Art Materials [P]	EFT	19.29
4/29/22	BLIC000--Blick Art Materials [P]	EFT	78.96
4/29/22	BOOK000--BookShark LLC	EFT	28.30
4/29/22	BOOK000--BookShark LLC	EFT	1,711.33
4/29/22	BRAV000--Brave Writer, LLC [P]	EFT	129.00
4/29/22	BYRD000--Byrd, Ian	EFT	38.97
4/29/22	CMSC000--CM School Supply [P]	EFT	60.72
4/29/22	CODE000--Codepops Inc	EFT	98.85
4/29/22	CRIT000--The Critical Thinking Comp [P]	EFT	909.89
4/29/22	DISC000--Discount School Supply [P]	EFT	233.03
4/29/22	DISC000--Discount School Supply [P]	EFT	469.31
4/29/22	EAT2000--Eat2Explore, Inc	EFT	132.25
4/29/22	EAT2000--Eat2Explore, Inc	EFT	89.25

Date	Vendor	Document No	Amount
4/29/22	EAT2000--Eat2Explore, Inc	EFT	273.20
4/29/22	EIDE000--BIg Life Journal, Inc.	EFT	280.40
4/29/22	EIDE000--BIg Life Journal, Inc.	EFT	71.40
4/29/22	ELEM000--Elementalscience [P]	EFT	91.49
4/29/22	Moore, Cameron	EFT	155.90
4/29/22	Lawrence King	EFT	542.58
4/29/22	ESSE000--Stephens Educational Services LLC	EFT	97.00
4/29/22	ESSE000--Stephens Educational Services LLC	EFT	124.10
4/29/22	EVAN002--Evan-Moor Educational Publishers [P]	EFT	121.58
4/29/22	GOST000--GoStrengths Inc.	EFT	197.00
4/29/22	GRAN004--Granton, Michelle	EFT	1,417.00
4/29/22	GREE007--Green Kid Crafts	EFT	164.26
4/29/22	HAGA000--Hagan, Bob	EFT	52.51
4/29/22	HAGA000--Hagan, Bob	EFT	434.23
4/29/22	HAND004--H4B Team LLC	EFT	254.98
4/29/22	HARL001--Harline, Jenna [S]	EFT	76.00
4/29/22	HBCO000--HBCO LLC	EFT	154.88
4/29/22	HIVE000--Hive Online Presence Management LLC	EFT	65.00
4/29/22	HOME000--Home Science Tools [P]	EFT	93.10
4/29/22	HOME000--Home Science Tools [P]	EFT	212.85
4/29/22	HOME000--Home Science Tools [P]	EFT	68.94
4/29/22	HOME000--Home Science Tools [P]	EFT	27.36
4/29/22	HOME000--Home Science Tools [P]	EFT	27.36
4/29/22	HOME000--Home Science Tools [P]	EFT	20.90
4/29/22	HONE000--Honest History Co	EFT	216.24
4/29/22	INFI000--Infinity Kids	EFT	862.50
4/29/22	INFI000--Infinity Kids	EFT	1,495.00
4/29/22	INTE006--CybrSchool LLC	EFT	3,250.00
4/29/22	IRWI000--Irwin, Pamela Rae	EFT	456.00
4/29/22	IVYK000--Ivy Kids LLC [P]	EFT	564.25
4/29/22	IVYK000--Ivy Kids LLC [P]	EFT	113.85
4/29/22	JACK000--JacKris Publishing [P]	EFT	93.12
4/29/22	JOOB000--Joobilo LLC	EFT	54.75
4/29/22	KIWI000--KIWICO [P]	EFT	1,815.61
4/29/22	KIWI000--KIWICO [P]	EFT	171.78
4/29/22	KIWI000--KIWICO [P]	EFT	762.01
4/29/22	KIWI000--KIWICO [P]	EFT	914.34
4/29/22	KIWI000--KIWICO [P]	EFT	738.39
4/29/22	KUMO001--Kumon-Northridge [S]	EFT	75.00
4/29/22	LAKE000--Lakeshore Learning Materials	EFT	732.61
4/29/22	LAKE000--Lakeshore Learning Materials	EFT	684.75
4/29/22	LAKE000--Lakeshore Learning Materials	EFT	236.86
4/29/22	LAKE000--Lakeshore Learning Materials	EFT	247.76
4/29/22	LEAR004--Learning Without Tears	EFT	9.99
4/29/22	LEAR004--Learning Without Tears	EFT	19.98
4/29/22	LEGO000--Lego Education [P]	EFT	879.49
4/29/22	LEGO000--Lego Education [P]	EFT	394.15
4/29/22	LITT008--Little Justice Leaders LLC	EFT	302.62
4/29/22	LONG000--Fitchett, Mark	EFT	1,120.00
4/29/22	LOSA001--Los Angeles County Office of Education (LACOE)	EFT	444,923.20
4/29/22	MADD000--Kotoff, Julianne	EFT	83.74
4/29/22	MATH002--Math-U-See, Inc [S]	EFT	112.65
4/29/22	MATH002--Math-U-See, Inc [S]	EFT	58.41

Date	Vendor	Document No	Amount
4/29/22	MATH002--Math-U-See, Inc [S]	EFT	102.44
4/29/22	MCGR000--McGraw-Hill Education Holdings Inc [P]	EFT	71.01
4/29/22	MEMO000--Memoria Press [P]	EFT	82.26
4/29/22	MEMO000--Memoria Press [P]	EFT	102.50
4/29/22	MEYE002--Meyers, Rachel	EFT	275.00
4/29/22	MOME000--Momentum Dance Center LLC	EFT	125.00
4/29/22	MOUL000--Mouldsdale, Caroline	EFT	229.00
4/29/22	MOUL000--Mouldsdale, Caroline	EFT	199.00
4/29/22	MOVI000--Moving Beyond the Page	EFT	638.33
4/29/22	MOVI000--Moving Beyond the Page	EFT	122.01
4/29/22	MOXI000--MoxieBox Art	EFT	161.94
4/29/22	MUSI006--Musician's Friend, Inc [P]	EFT	52.55
4/29/22	MUSI006--Musician's Friend, Inc [P]	EFT	521.60
4/29/22	MUSI007--Musical Theatre Orange County [S]	EFT	710.00
4/29/22	NASC000--NASCO Education	EFT	309.96
4/29/22	NATI002--National Charter Schools Conference	EFT	2,200.00
4/29/22	NATU000--Minds on Education, Inc.	EFT	194.14
4/29/22	NAVA003--Megapixels	EFT	300.00
4/29/22	NIHA000--Ni Hao Chinese LLC	EFT	800.00
4/29/22	NIHA000--Ni Hao Chinese LLC	EFT	144.00
4/29/22	NURI000--Nurick, Liza	EFT	40.00
4/29/22	NURI000--Nurick, Liza	EFT	80.00
4/29/22	OFFI000--Office Depot [P]	EFT	254.63
4/29/22	OFFI000--Office Depot [P]	EFT	30.31
4/29/22	OFFI000--Office Depot [P]	EFT	2,198.34
4/29/22	OFFI000--Office Depot [P]	EFT	1,797.66
4/29/22	OFFI000--Office Depot [P]	EFT	3,018.12
4/29/22	OFFI000--Office Depot [P]	EFT	2,875.79
4/29/22	OFFI000--Office Depot [P]	EFT	1,237.80
4/29/22	OFFI000--Office Depot [P]	EFT	728.82
4/29/22	OFFI000--Office Depot [P]	EFT	2,812.73
4/29/22	OFFI000--Office Depot [P]	EFT	2,798.39
4/29/22	OFFI000--Office Depot [P]	EFT	2,585.71
4/29/22	OFFI000--Office Depot [P]	EFT	2,687.31
4/29/22	OFFI000--Office Depot [P]	EFT	226.34
4/29/22	OFFI000--Office Depot [P]	EFT	2,347.47
4/29/22	OTCB000--OTC Brands Inc [P]	EFT	198.03
4/29/22	OTCB000--OTC Brands Inc [P]	EFT	75.37
4/29/22	OUTS000--Outschool, Inc [S]	EFT	235.00
4/29/22	PACI004--Pacific Palisades Math Learning LLC	EFT	918.00
4/29/22	PAPE000--PSS Waldorf Supplies LLC	EFT	1,283.93
4/29/22	PEAC002--Peace Hill Classical Co-Op LLC	EFT	1,515.00
4/29/22	PEDI000--Logic of English, Inc.	EFT	118.33
4/29/22	PIAN004--Piano Marvel, LLC	EFT	38.97
4/29/22	PIPE000--Piper Learning, Inc [P]	EFT	115.23
4/29/22	PLAY011--Playa Music Lessons, LLC	EFT	172.50
4/29/22	POWE007--Powell, Fabiola	EFT	600.00
4/29/22	QUIL000--Quill [P]	EFT	108.37
4/29/22	QUIL000--Quill [P]	EFT	25.09
4/29/22	QUIL000--Quill [P]	EFT	988.40
4/29/22	QUIL000--Quill [P]	EFT	931.50
4/29/22	QUIL000--Quill [P]	EFT	325.65
4/29/22	QUIL000--Quill [P]	EFT	90.25



Date	Vendor	Document No	Amount
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	83.58
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	2,638.08
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	4,945.52
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	5,299.31
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	237.30
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	5,650.44
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	5,930.65
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	2,075.22
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	5,432.69
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	5,671.26
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	1,082.22
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	4,871.40
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	5,366.57
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	3,468.47
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	6,198.30
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	4,381.36
4/29/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	6,015.82
4/29/22	ROBE000--Roberts, Mary C.	EFT	75.00
4/29/22	SCHO009--School Pathways Holdings, LLC	EFT	75.00
4/29/22	SIGN002--Stewart, Elizabeth	EFT	75.00
4/29/22	SIGN002--Stewart, Elizabeth	EFT	150.00
4/29/22	SING000--Singapore Math Inc [P]	EFT	178.49
4/29/22	SOMM001--Bio Box Labs	EFT	622.65
4/29/22	SOUT010--Southern Science Supply	EFT	327.34
4/29/22	STEV000--Really Good Stuff, LLC.	EFT	195.83
4/29/22	STUD003--Studies Weekly, Inc. [P]	EFT	14.95
4/29/22	STUD003--Studies Weekly, Inc. [P]	EFT	618.01
4/29/22	STUD003--Studies Weekly, Inc. [P]	EFT	65.07
4/29/22	TAIT000--Tait, Chinwe	EFT	100.98
4/29/22	TALK000--TalkBox.Mom Inc	EFT	523.20
4/29/22	TALK000--TalkBox.Mom Inc	EFT	262.80
4/29/22	TANG000--Tangible Play Inc	EFT	309.00
4/29/22	TANG000--Tangible Play Inc	EFT	48.60
4/29/22	TEAC002--Teacher Synergy [P]	EFT	32.00
4/29/22	TEAC002--Teacher Synergy [P]	EFT	525.75
4/29/22	TEAC002--Teacher Synergy [P]	EFT	1,666.14
4/29/22	TEAC002--Teacher Synergy [P]	EFT	751.72
4/29/22	TEAC002--Teacher Synergy [P]	EFT	25.00
4/29/22	TEAC002--Teacher Synergy [P]	EFT	28.00
4/29/22	thin007--Think Outside, LLC	EFT	115.05
4/29/22	TIM100D--Time Warner Cable 9001	EFT	2,538.42
4/29/22	TIM103A--Time Warner Cable 9101	EFT	36.88
4/29/22	TIMB000--Timberdoodle [P]	EFT	149.45
4/29/22	TIMB000--Timberdoodle [P]	EFT	164.11
4/29/22	USBO000--Educational Development Corporation	EFT	162.94
4/29/22	USBO000--Educational Development Corporation	EFT	288.26
4/29/22	USBO000--Educational Development Corporation	EFT	2,618.31
4/29/22	WILD001--Wild Learning LLC	EFT	75.00
4/29/22	WOMP000--Womple Studios LLC	EFT	37.83
4/29/22	WOND001--Wonder Crate LLC	EFT	93.80
4/29/22	YORK000--York, Jacqueline	EFT	980.24
5/2/22	Meza, Laura	EFT	1,357.08
5/3/22	123R000--Moscato, Marcos [S]	EFT	834.78

Date	Vendor	Document No	Amount
5/3/22	AIN001--Diane Lewis	EFT	2,105.00
5/3/22	AKJE000--AKJ Wholesale, LLC.	EFT	23.05
5/3/22	ALLA000--All About Learning Press Inc [P]	EFT	89.78
5/3/22	AMAZ100--Amazon Capital Services (iCA)	EFT	44.08
5/3/22	AMAZ100--Amazon Capital Services (iCA)	EFT	102.32
5/3/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	3,502.08
5/3/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	60.41
5/3/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	28.97
5/3/22	ANAH000--Anaheim Ballet [S]	EFT	976.00
5/3/22	APPL000--Apple Inc	EFT	20.81
5/3/22	ARCH002--ArcheryChamps	EFT	1,833.00
5/3/22	ARDE001--Ardent Academy for Gifted Youth	EFT	140.00
5/3/22	ARGO000--Argo Brothers Inc.	EFT	295.50
5/3/22	ART4000--Natalie Shohdy	EFT	1,215.00
5/3/22	BEAU000--Beautiful Feet Books [P]	EFT	147.81
5/3/22	BENE000--Benedict, Christine [S]	EFT	125.00
5/3/22	BETT002--Better Cloud, Inc	EFT	1,825.32
5/3/22	BLIC000--Blick Art Materials [P]	EFT	146.85
5/3/22	BLIC000--Blick Art Materials [P]	EFT	4,481.55
5/3/22	BLIC000--Blick Art Materials [P]	EFT	2,035.15
5/3/22	BLOO000--Bloom School of Music and Dance	EFT	147.00
5/3/22	BOOK000--BookShark LLC	EFT	646.30
5/3/22	BOOK000--BookShark LLC	EFT	1,096.02
5/3/22	BRAV000--Brave Writer, LLC [P]	EFT	598.00
5/3/22	CALI022--California Dance Academy Inc	EFT	362.56
5/3/22	CHES000--Chesser, Christine	EFT	370.00
5/3/22	CODE000--Codepops Inc	EFT	239.70
5/3/22	CRAT000--Crate Expectations	EFT	3,480.20
5/3/22	DISC000--Discount School Supply [P]	EFT	327.38
5/3/22	DISC000--Discount School Supply [P]	EFT	306.53
5/3/22	DISC000--Discount School Supply [P]	EFT	158.34
5/3/22	DOCU000--DocuSign Inc Lockbox	EFT	4,416.00
5/3/22	EIDE000--BIg Life Journal, Inc.	EFT	246.75
5/3/22	ELEM000--Elementalscience [P]	EFT	113.93
5/3/22	Terri Budke	EFT	434.97
5/3/22	Laura Henriquez	EFT	322.70
5/3/22	Shaun Newrones	EFT	402.30
5/3/22	Katrina Acuna	EFT	1,338.81
5/3/22	EVER006--Everyday Arts	EFT	17,100.00
5/3/22	GIGI000--GIGIL, LLC	EFT	133.57
5/3/22	GOPH001--Gopher	EFT	141.63
5/3/22	GREE007--Green Kid Crafts	EFT	82.69
5/3/22	HAGA000--Hagan, Bob	EFT	434.23
5/3/22	HOLA000--Hola Amigo	EFT	38.79
5/3/22	HOLA000--Hola Amigo	EFT	127.04
5/3/22	HOME000--Home Science Tools [P]	EFT	221.61
5/3/22	HONE000--Honest History Co	EFT	103.54
5/3/22	IVYK000--Ivy Kids LLC [P]	EFT	119.85
5/3/22	IVYK000--Ivy Kids LLC [P]	EFT	227.70
5/3/22	KICK001--Kick It Up Kids [S]	EFT	1,005.00
5/3/22	KING003--King, Jessica [S]	EFT	740.00
5/3/22	KIWI000--KIWICO [P]	EFT	86.68
5/3/22	KIWI000--KIWICO [P]	EFT	409.39

Date	Vendor	Document No	Amount
5/3/22	KIWI000--KIWICO [P]	EFT	3,294.95
5/3/22	KIWI000--KIWICO [P]	EFT	1,157.05
5/3/22	KNMA000--KNMA, Inc. [S]	EFT	435.00
5/3/22	LAKE000--Lakeshore Learning Materials	EFT	101.72
5/3/22	LAKE000--Lakeshore Learning Materials	EFT	2,458.76
5/3/22	LANG006--Language Door, Inc.	EFT	320.00
5/3/22	LEAR004--Learning Without Tears	EFT	9.99
5/3/22	LEAR011--Learning A-Z	EFT	90.00
5/3/22	LEGO000--Lego Education [P]	EFT	414.67
5/3/22	LEGO000--Lego Education [P]	EFT	173.42
5/3/22	LINK000--Link, Deborah [S]	EFT	540.00
5/3/22	LITT000--Little Passports [P]	EFT	87.55
5/3/22	MEAL000--The CLM Group Inc	EFT	683.20
5/3/22	MEMO000--Memoria Press [P]	EFT	262.98
5/3/22	MIKH000--Mikhail, Nancy	EFT	28.00
5/3/22	MOVI000--Moving Beyond the Page	EFT	282.34
5/3/22	NATU000--Minds on Education, Inc.	EFT	135.46
5/3/22	NICO000--Nicole the Math Lady, LLC	EFT	99.00
5/3/22	NURI000--Nurick, Liza	EFT	130.00
5/3/22	OFFI000--Office Depot [P]	EFT	1,075.54
5/3/22	OFFI000--Office Depot [P]	EFT	2,969.86
5/3/22	OFFI000--Office Depot [P]	EFT	2,768.19
5/3/22	OFFI000--Office Depot [P]	EFT	931.95
5/3/22	OFFI000--Office Depot [P]	EFT	2,016.47
5/3/22	OFFI000--Office Depot [P]	EFT	2,503.41
5/3/22	OFFI000--Office Depot [P]	EFT	1,806.82
5/3/22	ORAN000--Gracie Barra RSM	EFT	1,372.00
5/3/22	OWLC000--OwlCrate Enterprises, Inc.	EFT	729.30
5/3/22	PAND000--Pandia Press [P]	EFT	304.44
5/3/22	PETT002--Pettley, Brian	EFT	344.14
5/3/22	PIEN000--AF386 Group [P]	EFT	431.44
5/3/22	PITN001--Pitney Bowes Global Financial Services LLC	EFT	32.00
5/3/22	PITS000--Pitsco, Inc. [P]	EFT	256.93
5/3/22	POLI000--Poli, Kimberly	EFT	1,100.00
5/3/22	POWE008--Power of One Lakewood	EFT	747.00
5/3/22	QUIL000--Quill [P]	EFT	950.48
5/3/22	QUIL000--Quill [P]	EFT	146.17
5/3/22	QUIL000--Quill [P]	EFT	91.82
5/3/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	1,687.41
5/3/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	5,189.32
5/3/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	4,251.39
5/3/22	RELI000--Reliant Investments, Inc.	EFT	600.00
5/3/22	SCHO000--Scholastic Inc	EFT	17.88
5/3/22	SCHO009--School Pathways Holdings, LLC	EFT	5,175.80
5/3/22	SCHO010--Scholastic Reading Club [P]	EFT	27.92
5/3/22	SING000--Singapore Math Inc [P]	EFT	196.57
5/3/22	SING000--Singapore Math Inc [P]	EFT	1.12
5/3/22	SOUT005--South County Dance [S]	EFT	980.83
5/3/22	STAP001--Staples Advantage	EFT	581.13
5/3/22	STAP001--Staples Advantage	EFT	59.42
5/3/22	STAR008--Starbeck, Rebecca [S]	EFT	1,231.50
5/3/22	STEV000--Really Good Stuff, LLC.	EFT	323.92
5/3/22	TANG000--Tangible Play Inc	EFT	378.00

Date	Vendor	Document No	Amount
5/3/22	TEAC002--Teacher Synergy [P]	EFT	1.00
5/3/22	TEAC002--Teacher Synergy [P]	EFT	8.00
5/3/22	TEAC004--Teaching Textbooks Inc [P]	EFT	43.08
5/3/22	TIME001--Time4Learning [S]	EFT	1,966.00
5/3/22	TOPO000--Top Out Climbing [S]	EFT	1,526.50
5/3/22	ULTI001--Ultimate Student Success	EFT	1,030.00
5/3/22	USBO000--Educational Development Corporation	EFT	429.81
5/3/22	USBO000--Educational Development Corporation	EFT	187.76
5/3/22	VANL000--Van Leuven, Amy	EFT	6,325.00
5/3/22	WRIT001--WriteAtHome, Inc.	EFT	179.00
5/4/22	CLSA000--CL1 Sacramento LLC	EFT	-11,679.92
5/5/22	LEON001--Legacy of Valor & Excellence	EFT	-1,990.00
5/6/22	ACAD004--Academics in a Box Inc. [P]	EFT	86.85
5/6/22	ACOR000--Acorn Naturalists [P]	EFT	253.67
5/6/22	AMAZ100--Amazon Capital Services (iCA)	EFT	383.52
5/6/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	550.20
5/6/22	AMPI000--Academy Management Professionals, Inc.	EFT	895.00
5/6/22	APPL004--Applied Music Studio [S]	EFT	507.33
5/6/22	BEAU001--Waldorfish, Inc.	EFT	284.00
5/6/22	BLIC000--Blick Art Materials [P]	EFT	2,659.39
5/6/22	BOOK000--BookShark LLC	EFT	464.38
5/6/22	BRAV000--Brave Writer, LLC [P]	EFT	636.95
5/6/22	CAPA000--Capalbo, Laurie [S]	EFT	980.00
5/6/22	CASS001--Cassady, Ingrid	EFT	150.00
5/6/22	CLAR002--Claremont Chefs Academy [S]	EFT	120.00
5/6/22	CMSC000--CM School Supply [P]	EFT	192.90
5/6/22	CONV000--Mary Converse	EFT	400.00
5/6/22	DISC000--Discount School Supply [P]	EFT	295.13
5/6/22	EDWE000--Ed West [S]	EFT	218.40
5/6/22	EIDE000--BIg Life Journal, Inc.	EFT	137.70
5/6/22	ENCO003--Encore School of Music, Inc.	EFT	665.00
5/6/22	ESSE000--Stephens Educational Services LLC	EFT	536.40
5/6/22	EVER005--Evergreen Music Conservatory [S]	EFT	250.00
5/6/22	FIRS007--First Dog Corp	EFT	1,000.00
5/6/22	GIGI000--GIGIL, LLC	EFT	311.66
5/6/22	HAGA000--Hagan, Bob	EFT	146.57
5/6/22	HAND004--H4B Team LLC	EFT	387.97
5/6/22	HBCO000--HBCO LLC	EFT	269.95
5/6/22	HBCO000--HBCO LLC	EFT	104.00
5/6/22	HERR001--Outside the Box Creation	EFT	281.64
5/6/22	HIST001--Hauris, Elizabeth	EFT	964.66
5/6/22	HOME000--Home Science Tools [P]	EFT	182.74
5/6/22	HOUG000--Houghton Mifflin Harcourt [P]	EFT	237.94
5/6/22	HOUG000--Houghton Mifflin Harcourt [P]	EFT	61.21
5/6/22	INST001--Institute for Excellence in Writing [P]	EFT	68.50
5/6/22	JAMP000--Jampana Enterprises LLC	EFT	816.00
5/6/22	KANO000--Kanor Driving School, Inc.	EFT	108.34
5/6/22	KING001--King Harbor Boating Foundation [S]	EFT	1,370.00
5/6/22	KITC000--Kitchen Stewardship LLC	EFT	49.95
5/6/22	KIWI000--KIWICO [P]	EFT	333.29
5/6/22	LAKE000--Lakeshore Learning Materials	EFT	380.54
5/6/22	LAKE000--Lakeshore Learning Materials	EFT	4,366.54
5/6/22	LILC000--Three Little Chefs [S]	EFT	2,450.19

Date	Vendor	Document No	Amount
5/6/22	MADD000--Kotoff, Julianne	EFT	84.99
5/6/22	MAIT000--Maitlen, Alison [S]	EFT	1,664.00
5/6/22	MAKE000--Maker Learning Network	EFT	156,054.82
5/6/22	MATH014--Math To The Max Inc., [S]	EFT	1,142.50
5/6/22	MCCA001--McCandliss, Dorothy [S]	EFT	825.00
5/6/22	MEMO000--Memoria Press [P]	EFT	63.52
5/6/22	MOVI000--Moving Beyond the Page	EFT	169.38
5/6/22	MUSI006--Musician's Friend, Inc [P]	EFT	7.70
5/6/22	MUSI006--Musician's Friend, Inc [P]	EFT	611.52
5/6/22	MYGY000--Children in Motion Two, LLC	EFT	20.00
5/6/22	MYGY001--Children in Motion	EFT	119.00
5/6/22	NATU000--Minds on Education, Inc.	EFT	704.13
5/6/22	NAVA003--Megapixels	EFT	162.50
5/6/22	NURI000--Nurick, Liza	EFT	335.00
5/6/22	OCAL000--OC All-Stars	EFT	435.00
5/6/22	OFFI000--Office Depot [P]	EFT	33.16
5/6/22	OFFI000--Office Depot [P]	EFT	1,771.92
5/6/22	OUTS000--Outschool, Inc [S]	EFT	25.00
5/6/22	OUTS000--Outschool, Inc [S]	EFT	1,935.00
5/6/22	PIAN001--Piano Play Music Systems [S]	EFT	439.75
5/6/22	PIPE000--Piper Learning, Inc [P]	EFT	369.68
5/6/22	QUIL000--Quill [P]	EFT	184.33
5/6/22	QUIL000--Quill [P]	EFT	425.19
5/6/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	1,543.96
5/6/22	REST000--Restorative Equity Partnership	EFT	455.59
5/6/22	RUND000--Rundle, Ellen	EFT	510.00
5/6/22	SCHO000--Scholastic Inc	EFT	137.71
5/6/22	SCHO022--Mathnasium of San Clemente	EFT	339.00
5/6/22	SIKO000--Sikora, Kimberly Noreen	EFT	3,518.00
5/6/22	SING000--Singapore Math Inc [P]	EFT	275.02
5/6/22	STAR003--Star Dance Center [S]	EFT	285.00
5/6/22	STUD003--Studies Weekly, Inc. [P]	EFT	65.59
5/6/22	TALE001--Talenz Inc	EFT	298.00
5/6/22	TALK000--TalkBox.Mom Inc	EFT	201.19
5/6/22	TANG000--Tangible Play Inc	EFT	595.00
5/6/22	TAPA000--TAP Academy	EFT	660.74
5/6/22	TEAC002--Teacher Synergy [P]	EFT	78.00
5/6/22	TEAC002--Teacher Synergy [P]	EFT	221.60
5/6/22	THEA003--The ARTree Community Arts Center	EFT	432.30
5/6/22	THom008--Thompson, Brigid E.	EFT	747.90
5/6/22	TRAD001--Tori's Equitation Services	EFT	960.00
5/6/22	TSPO000--KERTAC, Inc	EFT	290.00
5/6/22	UNIT002--M & S Studio MV LLC	EFT	225.00
5/6/22	USBO000--Educational Development Corporation	EFT	361.66
5/6/22	VALE002--Valencia Tutors Learning Center [S]	EFT	638.00
5/6/22	WEST000--West Coast Music Academy [S]	EFT	2,975.00
5/6/22	WILL015--Williamsburg Learning	EFT	718.20
5/6/22	ZITZ000--Zitzelberger, Donna	EFT	140.00
5/9/22	42DE000--42 Development, LLC.	EFT	-830.06
5/9/22	AMAZ100--Amazon Capital Services (iCA)	EFT	114.60
5/9/22	LOSA013--Team Theatrics Inc. dba Los Angeles Ballet Academy	EFT	-105.00
5/10/22	42DE000--42 Development, LLC.	EFT	830.06
5/10/22	ABRI000--A Brighter Child [P]	EFT	504.72

Date	Vendor	Document No	Amount
5/10/22	ACAD004--Academics in a Box Inc. [P]	EFT	86.85
5/10/22	ACOR000--Acorn Naturalists [P]	EFT	193.81
5/10/22	ADRI000--Adriene Madden Publishing LLC [S]	EFT	1,580.00
5/10/22	AFLA000--AFLAC	EFT	3,829.21
5/10/22	AFLA000--AFLAC	EFT	300.90
5/10/22	AFLA000--AFLAC	EFT	5,470.68
5/10/22	AIN001--Diane Lewis	EFT	780.00
5/10/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	1,416.65
5/10/22	APPL000--Apple Inc	EFT	463.20
5/10/22	BEAU000--Beautiful Feet Books [P]	EFT	243.02
5/10/22	BETT002--Better Cloud, Inc	EFT	20,767.32
5/10/22	BLIC000--Blick Art Materials [P]	EFT	946.69
5/10/22	BRAV000--Brave Writer, LLC [P]	EFT	488.00
5/10/22	CASS001--Cassady, Ingrid	EFT	400.00
5/10/22	CIGN000--Cigna Healthcare	EFT	8,704.25
5/10/22	CIGN000--Cigna Healthcare	EFT	1,585.88
5/10/22	CIGN000--Cigna Healthcare	EFT	1,555.50
5/10/22	CIGN000--Cigna Healthcare	EFT	5,123.04
5/10/22	CIGN000--Cigna Healthcare	EFT	5,123.04
5/10/22	CLAS003--Class of Recognition, Inc.	EFT	152.69
5/10/22	CONE001--Conejo Recreation and Park District [S]	EFT	500.00
5/10/22	CORN003--Cornerstone Therapies	EFT	848.28
5/10/22	DISC000--Discount School Supply [P]	EFT	295.91
5/10/22	EIDE000--BIg Life Journal, Inc.	EFT	52.95
5/10/22	Fredette, Kathleen	EFT	23.15
5/10/22	Sarah Deem	EFT	506.61
5/10/22	Andrea Lacey	EFT	34.64
5/10/22	EVAN002--Evan-Moor Educational Publishers [P]	EFT	187.28
5/10/22	FUNW000--Fun with Horses [S]	EFT	4,838.40
5/10/22	GOUL000--Gould, Georganne	EFT	140.00
5/10/22	HOLL003--Maestro Performance Products	EFT	281.00
5/10/22	HOME000--Home Science Tools [P]	EFT	457.43
5/10/22	JENS000--Jensen, Don [S]	EFT	200.00
5/10/22	JOHA000--Balkowski, Johanna	EFT	318.00
5/10/22	JOOB000--Joobilo LLC	EFT	257.33
5/10/22	KITC000--Kitchen Stewardship LLC	EFT	99.95
5/10/22	KIWI000--KIWICO [P]	EFT	742.29
5/10/22	LAKE000--Lakeshore Learning Materials	EFT	989.65
5/10/22	LEGA003--Legal Shield	EFT	612.35
5/10/22	LEGA003--Legal Shield	EFT	134.55
5/10/22	LEGA003--Legal Shield	EFT	371.20
5/10/22	LEON001--Legacy of Valor & Excellence	EFT	1,990.00
5/10/22	LITT000--Little Passports [P]	EFT	574.23
5/10/22	MAKE000--Maker Learning Network	EFT	17,339.42
5/10/22	MEMO000--Memoria Press [P]	EFT	188.62
5/10/22	MOUL000--Mouldsdale, Caroline	EFT	218.00
5/10/22	MOXI000--MoxieBox Art	EFT	608.82
5/10/22	MULT002--Multiriver Studios, LLC.	EFT	3,365.06
5/10/22	NASC000--NASCO Education	EFT	70.56
5/10/22	NEWT003--Newton, Nzingha	EFT	646.00
5/10/22	OAMI000--Oami, Jessica	EFT	3,286.52
5/10/22	OFFI000--Office Depot [P]	EFT	746.42
5/10/22	OFFI000--Office Depot [P]	EFT	1,938.42



Date	Vendor	Document No	Amount
5/10/22	OTCB000--OTC Brands Inc [P]	EFT	143.27
5/10/22	OUTS000--Outschool, Inc [S]	EFT	135.00
5/10/22	OWLC000--OwlCrate Enterprises, Inc.	EFT	2,187.90
5/10/22	PAPE000--PSS Waldorf Supplies LLC	EFT	165.65
5/10/22	PEAC003--Peacock, Gabriella	EFT	150.00
5/10/22	PITS000--Pitsco, Inc. [P]	EFT	596.83
5/10/22	QUIL000--Quill [P]	EFT	136.15
5/10/22	QUIR001--Quirk, Lauren	EFT	150.00
5/10/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	1,964.85
5/10/22	RAMO000--Ramos, Erin [S]	EFT	910.00
5/10/22	RRPH000--RK Physical Therapy Services PC	EFT	3,675.00
5/10/22	SCHO000--Scholastic Inc	EFT	72.74
5/10/22	SETH000--Kaser Arts	EFT	1,092.75
5/10/22	SPEC003--Specialized Therapy Services	EFT	690.00
5/10/22	TEAC002--Teacher Synergy [P]	EFT	252.44
5/10/22	TERR001--Terra Art Foundation [S]	EFT	15,320.46
5/10/22	thin007--Think Outside, LLC	EFT	155.00
5/10/22	TMOB003--T-Mobile 2114	EFT	799.40
5/10/22	TMOB003--T-Mobile 2114	EFT	275.66
5/10/22	VACC000--She Sings Out, Inc.	EFT	560.00
5/10/22	VER1023--Verizon 0003	EFT	53.32
5/10/22	VER1024--Verizon 0004	EFT	330.40
5/10/22	WILSO00--Wilson Language Training Corporation	EFT	85.59
5/10/22	WKPH000--W.K. Phoenix Inc [S]	EFT	730.00
5/11/22	123R000--Moscat, Marcos [S]	EFT	761.34
5/11/22	ACOR000--Acorn Naturalists [P]	EFT	325.96
5/11/22	ADAM004--Timothy A. Adams & Associates, APLC	EFT	4,168.00
5/11/22	AMAZ100--Amazon Capital Services (iCA)	EFT	786.90
5/11/22	ART0000--Art + Soul Collective	EFT	330.00
5/11/22	BAY100A--Bay Alarm Company 8772	EFT	532.32
5/11/22	BAY100B--Bay Alarm Company 0872	EFT	225.00
5/11/22	BAY100S--Bay Alarm Company 6372	EFT	148.82
5/11/22	BAY103A--Bay Alarm Company 3072	EFT	607.41
5/11/22	BAY103B--Bay Alarm Company 8872	EFT	63.00
5/11/22	BETT002--Better Cloud, Inc	EFT	2,833.92
5/11/22	BLIC000--Blick Art Materials [P]	EFT	4.56
5/11/22	BOWM000--Bowman, Stephanie	EFT	142.75
5/11/22	CIGN000--Cigna Healthcare	EFT	8,892.13
5/11/22	CONV000--Mary Converse	EFT	400.00
5/11/22	CORN003--Cornerstone Therapies	EFT	590.98
5/11/22	DIAZ001--Diaz, Brandon	EFT	200.00
5/11/22	EAT2000--Eat2Explore, Inc	EFT	89.25
5/11/22	EDTE000--EdTech 101	EFT	7,200.78
5/11/22	ELEM000--Elementalscience [P]	EFT	48.39
5/11/22	EMER002--Emerging Ventures in Education	EFT	841.60
5/11/22	Bowes, Michele	EFT	184.20
5/11/22	Lauren Ferguson	EFT	394.64
5/11/22	EMPO000--Empower Generations	EFT	223.60
5/11/22	GAS100S--SoCalGas 2205	EFT	14.94
5/11/22	GAS103A--SoCalGas 8430	EFT	244.19
5/11/22	GIGI000--GIGIL, LLC	EFT	77.60
5/11/22	HIGH009--High, Susan M	EFT	1,800.00
5/11/22	HIST001--Hauris, Elizabeth	EFT	1,270.33

Date	Vendor	Document No	Amount
5/11/22	ILEA000--iLEAD Lancaster Charter Schools	EFT	2,080.00
5/11/22	iLEA010--iLEAD Online Charter	EFT	678.60
5/11/22	ILEA012--iLEAD Agua Dulce	EFT	735.80
5/11/22	KIDS013--Kids In Motion Pediatric Therapy	EFT	325.00
5/11/22	KIWI000--KIWICO [P]	EFT	164.20
5/11/22	LAC103A--LA County Waterworks 3272	EFT	394.03
5/11/22	LAUR000--Wu, Lauren	EFT	2,100.00
5/11/22	LOWE001--Lowe, James [S]	EFT	60.00
5/11/22	MARI000--Mari Haig [S]	EFT	320.00
5/11/22	MART004--Martha Desmond [S]	EFT	333.50
5/11/22	MCCA000--McCalla Company	EFT	1,547.00
5/11/22	MOUL000--Moulsdale, Caroline	EFT	112.00
5/11/22	NATI000--National Benefit Services	EFT	4,585.90
5/11/22	NEEM000--Be A Maker Club, Inc.	EFT	550.00
5/11/22	OFFI000--Office Depot [P]	EFT	249.56
5/11/22	OUTS000--Outschool, Inc [S]	EFT	2,149.00
5/11/22	PART001--Partners in Special Education	EFT	1,092.50
5/11/22	PIAN001--Piano Play Music Systems [S]	EFT	125.00
5/11/22	PLAY008--Play-Based Learning Academy [S]	EFT	1,506.00
5/11/22	PROC000--Procopio, Cory, Hagreaves & Savitch	EFT	3,840.00
5/11/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	708.78
5/11/22	REYE000--Reyes, Jose A	EFT	240.00
5/11/22	SANT007--Santa Clarita Valley International	EFT	2,423.20
5/11/22	SCHO000--Scholastic Inc	EFT	45.86
5/11/22	SCHO009--School Pathways Holdings, LLC	EFT	40,692.97
5/11/22	SPAR001--Sparkletts	EFT	346.61
5/11/22	SPEC003--Specialized Therapy Services	EFT	5,679.00
5/11/22	STAR008--Starbeck, Rebecca [S]	EFT	91.25
5/11/22	SUPE000--Supercharged Science [P]	EFT	111.00
5/11/22	THEC007--The Creature Crew	EFT	74.46
5/11/22	THEH000--The Hidden Dojo	EFT	738.00
5/11/22	THEH000--The Hidden Dojo	EFT	1,965.00
5/11/22	VER1025--Verizon 0005	EFT	466.51
5/11/22	WAS103A--Waste Management 3006	EFT	392.90
5/11/22	WHAA000--White Hall Arts Academy	EFT	1,100.00
5/11/22	ZOOM000--Zoom Video Communications Inc	EFT	2,643.81
5/13/22	ABRI000--A Brighter Child [P]	EFT	239.12
5/13/22	ACOR000--Acorn Naturalists [P]	EFT	235.20
5/13/22	AMAZ100--Amazon Capital Services (iCA)	EFT	112.41
5/13/22	BEEB000--Beebe, Melinda J.	EFT	160.00
5/13/22	BERE000--Berens, Candis	EFT	1,350.00
5/13/22	BOBB001--Bobbie's School Of Performing Arts [S]	EFT	708.63
5/13/22	C3CL000--C3 Classes, LLC	EFT	90.00
5/13/22	COLO001--Colosky's Math Academy	EFT	22.33
5/13/22	CRAD000--Crady, Kathleen	EFT	177.00
5/13/22	CRAT000--Crate Expectations	EFT	2,543.56
5/13/22	DEXT000--Dexter Creative	EFT	165.00
5/13/22	DRIV000--Drivers ED Direct, LLC [S]	EFT	1,740.00
5/13/22	Sarah Deem	EFT	354.63
5/13/22	ETIQ000--The Etiquette Factory [S]	EFT	142.00
5/13/22	GOLD004--Golden Star Education Services	EFT	4,619.01
5/13/22	HIST001--Hauris, Elizabeth	EFT	4,639.05
5/13/22	INTR000--Depoian, Jon	EFT	240.00



Date	Vendor	Document No	Amount
5/13/22	IVYK000--Ivy Kids LLC [P]	EFT	119.85
5/13/22	JOHN023--Johnson, Robin	EFT	1,341.26
5/13/22	JOOB000--Joobilo LLC	EFT	78.00
5/13/22	KING001--King Harbor Boating Foundation [S]	EFT	925.00
5/13/22	LIGH001--Lights On Learning Solutions, Inc.	EFT	405.00
5/13/22	LOPE005--Lopez-Yanez, Emilia	EFT	675.00
5/13/22	LUCA002--Kick Start Dance Studio	EFT	800.00
5/13/22	NAVA003--Megapixels	EFT	1,300.00
5/13/22	OFFI000--Office Depot [P]	EFT	13.04
5/13/22	PEAC002--Peace Hill Classical Co-Op LLC	EFT	100.00
5/13/22	PETI001--Petit Bizoo - Art Studio, Inc.	EFT	272.00
5/13/22	QUIL000--Quill [P]	EFT	177.99
5/13/22	SCHO025--SOR Schools VI, LLC	EFT	434.50
5/13/22	SECO000--The Second City Los Angeles Inc.	EFT	190.00
5/13/22	SOCA002--Doreen L. Philbin	EFT	200.00
5/13/22	SORO000--Sorola, Rosemary L.	EFT	76.25
5/13/22	SPEN001--Spencer, Alec Neel	EFT	40.00
5/13/22	STEV004--Stevens, Gretchen Seelye	EFT	1,050.00
5/13/22	SURF000--Writings from the Wild LLC	EFT	309.53
5/13/22	SUZU000--Suzuki Music Association of California	EFT	266.00
5/13/22	TEAC002--Teacher Synergy [P]	EFT	28.00
5/13/22	THOM006--Stacy Thompson [S]	EFT	180.00
5/13/22	TMOB004--T-Mobile 8058	EFT	490.67
5/13/22	WECR000--We Craft Box	EFT	639.96
5/13/22	YORK000--York, Jacqueline	EFT	807.94
5/13/22	ZARU000--Zarubin Inc	EFT	255.00
5/13/22	ZENO000--Zenone LLC	EFT	108.00
5/16/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	141.11
5/16/22	BAY100A--Bay Alarm Company 8772	EFT	588.84
5/16/22	BAY100S--Bay Alarm Company 6372	EFT	140.13
5/16/22	BERN003--Bernales, Adam	EFT	92.46
5/16/22	BLIC000--Blick Art Materials [P]	EFT	431.10
5/16/22	CORP001--Corporate Splash	EFT	25.38
5/16/22	DYNA002--Dynamic Therapies Inc	EFT	525.00
5/16/22	EDI110S--Southern California Edison 0155	EFT	164.31
5/16/22	EDLO000--Edlogical Group Corp	EFT	1,186.00
5/16/22	EIDE000--BIg Life Journal, Inc.	EFT	104.80
5/16/22	EMHS000--EMH Sports USA, Inc [S]	EFT	2,783.75
5/16/22	Farnaz, Kaufman	EFT	131.28
5/16/22	Fredette, Kathleen	EFT	219.64
5/16/22	Matthew Watson	EFT	177.26
5/16/22	Nastovska, Angie	EFT	494.55
5/16/22	Schreiner, Michael	EFT	192.93
5/16/22	Gallion, Keith	EFT	598.66
5/16/22	Taruna Sapra	EFT	87.60
5/16/22	Daniela Jurado	EFT	41.89
5/16/22	Jonathan Lozada	EFT	96.17
5/16/22	Irene Villalobos	EFT	22.23
5/16/22	Samantha Navalta	EFT	43.76
5/16/22	HONE000--Honest History Co	EFT	234.48
5/16/22	KIWI000--KIWICO [P]	EFT	86.09
5/16/22	KROE000--Lara Kroetch	EFT	400.00
5/16/22	LSSP000--L&S Special Education Consulting and Services	EFT	1,200.00

Date	Vendor	Document No	Amount
5/16/22	NATI001--Nationwide	EFT	525.44
5/16/22	NATI001--Nationwide	EFT	136.50
5/16/22	OFFI000--Office Depot [P]	EFT	962.29
5/16/22	PEDI001--Pediatric Therapy Associates	EFT	781.25
5/16/22	POWE005--Power Clean Janitorial, Inc	EFT	1,428.15
5/16/22	SHRE000--Shred Source Inc.	EFT	165.00
5/16/22	SING000--Singapore Math Inc [P]	EFT	97.45
5/16/22	STRA005--Strategic Kids, LLC	EFT	-6,030.38
5/16/22	SUNL000--Sun Life Assurance Company of Canada	EFT	2,509.34
5/16/22	SUNL000--Sun Life Assurance Company of Canada	EFT	871.24
5/16/22	SUNL000--Sun Life Assurance Company of Canada	EFT	4,746.28
5/16/22	THEG000--The Great Courses [P]	EFT	38.28
5/16/22	TMOB003--T-Mobile 2114	EFT	283.39
5/18/22	123R000--Moscat, Marcos [S]	EFT	1,215.00
5/18/22	AHMA000--Ahmann, Kara A.	EFT	260.00
5/18/22	AIN001--Diane Lewis	EFT	5,295.30
5/18/22	ALLA000--All About Learning Press Inc [P]	EFT	350.09
5/18/22	AMAA000--American Martial Arts Academy [S]	EFT	1,848.95
5/18/22	AMAZ100--Amazon Capital Services (iCA)	EFT	42.99
5/18/22	AMPE000--AMPED	EFT	300.00
5/18/22	AMPE000--AMPED	EFT	300.00
5/18/22	ANGE001--Angeles, Carlos [S]	EFT	350.00
5/18/22	APHO000--AP Homeschoolers Inc. [P]	EFT	70.00
5/18/22	ARBO001--Arbor Learning Community [S]	EFT	6,203.50
5/18/22	ARDE001--Ardent Academy for Gifted Youth	EFT	131.25
5/18/22	AREN000--Arena, Madison	EFT	2,560.00
5/18/22	ARGO000--Argo Brothers Inc.	EFT	42.69
5/18/22	ART0000--Art + Soul Collective	EFT	79.00
5/18/22	ARTE000--Art Experience Studio [S]	EFT	415.00
5/18/22	ARTH001--The Art House S. Corp	EFT	650.00
5/18/22	AVER000--Averyboo Arts [S]	EFT	1,068.00
5/18/22	BAKE000--Baker Creek Heirloom Seed Co. [P]	EFT	91.83
5/18/22	BARN002--Barnes & Noble College Booksellers, LLC	EFT	296.32
5/18/22	BASU000--Basurto Music & Academics	EFT	1,295.00
5/18/22	BEAU002--Beautiful Mundo	EFT	96.36
5/18/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	3,841.00
5/18/22	BLOO000--Bloom School of Music and Dance	EFT	766.00
5/18/22	BOOK000--BookShark LLC	EFT	2,163.52
5/18/22	BRAI002--Brain Builders STEM Education Inc	EFT	7,413.19
5/18/22	BRAV000--Brave Writer, LLC [P]	EFT	1,612.00
5/18/22	BREA002--Breakthrough Sports	EFT	4,153.02
5/18/22	BREN000--Brenda Harp [S]	EFT	982.50
5/18/22	BROA001--Broadway Gymnastics School Inc.	EFT	536.00
5/18/22	BUSF000--Busfield, Kathleen L.	EFT	1,050.00
5/18/22	BUTT000--Butterworth, Jamie [S]	EFT	100.00
5/18/22	CALH000--Mohler, William Jon	EFT	2,078.00
5/18/22	CAPA000--Capalbo, Laurie [S]	EFT	1,270.00
5/18/22	CAPA000--Capalbo, Laurie [S]	EFT	360.00
5/18/22	CASS001--Cassady, Ingrid	EFT	685.00
5/18/22	CAUS001--Caustics Digital Academy [S]	EFT	240.00
5/18/22	CHAV001--Chavez, Candi	EFT	1,113.12
5/18/22	CHEF000--Chef Tech Cooking School [S]	EFT	1,050.00
5/18/22	CHOU001--Chou, Ling	EFT	780.00

Date	Vendor	Document No	Amount
5/18/22	CLAS000--Classical Historian, Inc.	EFT	98.38
5/18/22	COLO003--Color it In Franchise, LLC	EFT	150.00
5/18/22	CONV000--Mary Converse	EFT	300.00
5/18/22	CONV000--Mary Converse	EFT	150.00
5/18/22	CORD000--Cordero, Efrain	EFT	108.00
5/18/22	COST000--Costa Mesa Math Center LLC	EFT	599.00
5/18/22	CRAD000--Cradly, Kathleen	EFT	4,167.25
5/18/22	CRAT000--Crate Expectations	EFT	1,522.52
5/18/22	CREA003--Creative Creatures & Co	EFT	2,146.94
5/18/22	CREA006--Creative Kids Playhouse Children's Theatre of Orange County	EFT	124.00
5/18/22	CREA008--Creative Learning Place Inc.	EFT	2,133.77
5/18/22	DANC006--Dance Magic Studios	EFT	305.00
5/18/22	DANC007--Dancin' In Acton, Inc.	EFT	1,475.00
5/18/22	DANI002--Daniec, Magdalena	EFT	220.00
5/18/22	DAVE000--Dave Janssen's School of Music [S]	EFT	120.45
5/18/22	DEXT000--Dexter Creative	EFT	1,785.00
5/18/22	DINI000--Diniakos, Michelle	EFT	1,280.00
5/18/22	DOMI003--Dominguez, Yazmin	EFT	200.00
5/18/22	DREA003--Dream Elite Gymnastics Academy [S]	EFT	822.00
5/18/22	DUNN000--Dunn-Edwards Paints	EFT	349.08
5/18/22	DYSL000--Dyslexia Up!	EFT	400.00
5/18/22	ECHE001--Echeverri, Christine	EFT	251.25
5/18/22	EDI103A--Southern California Edison 0180	EFT	2,372.81
5/18/22	EDWA00--Edwards, Stevens & Tucker LLP	EFT	2,220.75
5/18/22	EMHS000--EMH Sports USA, Inc [S]	EFT	596.00
5/18/22	Amber Jones	EFT	1,023.77
5/18/22	Fredette, Kathleen	EFT	486.37
5/18/22	Courtney Ellis	EFT	77.75
5/18/22	Irene Villalobos	EFT	104.13
5/18/22	EURE003--Eurekademics - Gene Nech	EFT	480.00
5/18/22	EUSO000--Euson, Rebecca C	EFT	360.00
5/18/22	FERR001--Ferrante, Pamela Dawn	EFT	585.00
5/18/22	FIGH001--Fight Foundation	EFT	300.00
5/18/22	FOCU000--Focus Dance Center	EFT	159.98
5/18/22	FORD002--Ford, Diane	EFT	120.00
5/18/22	FRES004--Fresh ED	EFT	1,980.00
5/18/22	GAME003--Gamez, Ava	EFT	868.50
5/18/22	GLIS000--Glissando Music School, LLC.	EFT	620.00
5/18/22	GRAN004--Grantan, Michelle	EFT	18.00
5/18/22	GREE003--Greenwave Surf, Inc. [S]	EFT	3,711.52
5/18/22	GUAR002--Guardino, Briana	EFT	1,140.00
5/18/22	GUER000--Guerrero, Laura A.	EFT	300.00
5/18/22	GUIT002--Frank J. Velasquez	EFT	2,054.37
5/18/22	GYMN001--Gymnastics Olympica USA, INC	EFT	1,406.20
5/18/22	HAMB000--Hamborg, Chapman	EFT	472.80
5/18/22	HEAT001--Heather Woodman Coaching Studio	EFT	150.00
5/18/22	HERN011--Hernandez. Atzimba	EFT	1,580.00
5/18/22	HESS000--Hess and Associates Inc	EFT	4,597.50
5/18/22	HESS001--Hess, Eloise	EFT	2,020.00
5/18/22	HIST001--Hauris, Elizabeth	EFT	842.49
5/18/22	HIST001--Hauris, Elizabeth	EFT	447.43
5/18/22	HOLA000--Hola Amigo	EFT	127.54
5/18/22	HOLL003--Maestro Performance Products	EFT	675.00

Date	Vendor	Document No	Amount
5/18/22	HORR001--Horrocks, Suzan	EFT	995.00
5/18/22	HUNT000--Huntington Music	EFT	2,580.00
5/18/22	HUST000--Huston Performing Arts, LLC	EFT	964.00
5/18/22	IMAC000--IMACS	EFT	428.50
5/18/22	INST002--Institute for Educational Advancement	EFT	1,044.15
5/18/22	INST003--Institute of Art, Music & Science [S]	EFT	460.00
5/18/22	IRON000--Iron Fist Martial Arts [S]	EFT	1,020.00
5/18/22	IRON001--Iron Fist Martial Arts Center-LIGHT FORCE ACADEMY [P]	EFT	65.00
5/18/22	JAMP001--Jampana Enterprises LLC	EFT	284.99
5/18/22	JENN000--Del Greco, Jenny	EFT	1,440.00
5/18/22	JENN001--Murphy Language Arts LLC	EFT	685.50
5/18/22	JENN002--Jenny Jee-El Park [S]	EFT	1,060.00
5/18/22	JENN003--Tu, Jenny	EFT	590.00
5/18/22	JEWE000--Jewel, Nataly	EFT	1,072.50
5/18/22	JIVE000--Jive Communications, Inc.	EFT	71.09
5/18/22	JIVE000--Jive Communications, Inc.	EFT	402.12
5/18/22	JIYU000--Jiyu Martial Arts and Fitness	EFT	455.00
5/18/22	JOIN000--Joining All Movement [S]	EFT	1,247.00
5/18/22	JOOB000--Joobilo LLC	EFT	21,064.65
5/18/22	JOYF000--Makinto Enterprises LLC	EFT	680.00
5/18/22	KARE001--Karen Smith [S]	EFT	855.00
5/18/22	KELL011--KEL Learning	EFT	1,890.00
5/18/22	KIDS006--Drawn2Art - Northridge	EFT	1,477.30
5/18/22	KIDS010--KidsArt, Inc. - Los Angeles	EFT	888.00
5/18/22	KIDS017--Drawn2Art - Encino	EFT	148.00
5/18/22	KIMD000--Kim, David	EFT	140.00
5/18/22	KING006--Kings MMA Anaheim [S]	EFT	2,592.75
5/18/22	KIWI000--KIWICO [P]	EFT	77.10
5/18/22	KIWI000--KIWICO [P]	EFT	326.48
5/18/22	LAIT000--Laity Institute of the Arts	EFT	220.00
5/18/22	LAMO000--L'Amore Dance and Performing Arts Studio Inc. [S]	EFT	952.00
5/18/22	LAUB000--Neeley, Kelsey	EFT	1,210.00
5/18/22	LEON001--Legacy of Valor & Excellence	EFT	2,190.00
5/18/22	LITZ000--Litz, Megan	EFT	359.09
5/18/22	LORI000--Lorie Susan Suntree [S]	EFT	73.75
5/18/22	LOSA013--Team Theatrics Inc. dba Los Angeles Ballet Academy	EFT	105.00
5/18/22	LOVI000--Loving Learning [S]	EFT	120.00
5/18/22	MACI000--Macie Sweeney-Slick	EFT	350.00
5/18/22	MAKE000--Maker Learning Network	EFT	60.00
5/18/22	MART009--Martin-Carloz, Sophia	EFT	290.00
5/18/22	MATH013--Weiss Math Centers 1, LLC	EFT	1,548.00
5/18/22	MATH017--Mathnasium of Rancho Cucamonga [S]	EFT	290.00
5/18/22	MATT004--Matthews, Michelle	EFT	1,050.00
5/18/22	MCPH000--McPhaul, Delina	EFT	49.99
5/18/22	MEDI000--Media City School of Music [S]	EFT	1,540.00
5/18/22	MEDL000--KCINOC Partners, LLC.	EFT	285.00
5/18/22	MERE000--Meredith Barr [S]	EFT	196.25
5/18/22	MIDD000--Next Level Homeschool	EFT	470.00
5/18/22	MODE001--Modest Fly Art Studio Gallery Inc.	EFT	1,897.50
5/18/22	MODI000--Modina, Vivian [S]	EFT	481.00
5/18/22	MOUL000--Moulsdale, Caroline	EFT	57.00
5/18/22	MYLE000--My Learning Studio	EFT	296.00
5/18/22	NATI000--National Benefit Services	EFT	842.50

Date	Vendor	Document No	Amount
5/18/22	NATI000--National Benefit Services	EFT	50.00
5/18/22	NATI004--National Children's Chorus [S]	EFT	1,770.90
5/18/22	NEWT003--Newton, Nzingha	EFT	448.00
5/18/22	NEWW000--New World Dance	EFT	1,364.00
5/18/22	NMJ000--American Martial Arts Academy - 2	EFT	657.00
5/18/22	OAKC000--Oak Creek Corral	EFT	660.00
5/18/22	OFFI000--Office Depot [P]	EFT	377.76
5/18/22	OFFI000--Office Depot [P]	EFT	13.35
5/18/22	ORAN004--Orange County Ki Society [S]	EFT	65.00
5/18/22	OTCB000--OTC Brands Inc [P]	EFT	57.98
5/18/22	OUTS000--Outschool, Inc [S]	EFT	493.00
5/18/22	OWLC000--OwlCrate Enterprises, Inc.	EFT	121.55
5/18/22	PARK002--Park, Frances	EFT	1,035.00
5/18/22	PEAC002--Peace Hill Classical Co-Op LLC	EFT	1,317.00
5/18/22	PETR000--Petra Education Inc.	EFT	205.00
5/18/22	PIAN003--The Piano Studio of Katy Beth Unger	EFT	880.00
5/18/22	PICA000--Paula S. Bradley	EFT	410.00
5/18/22	PICA000--Paula S. Bradley	EFT	155.00
5/18/22	PLAY003--Bowen, Timothy D.	EFT	55.00
5/18/22	PORT000--D'Angelo, Reynaldo	EFT	596.50
5/18/22	PORT001--Navah, Jilla	EFT	337.50
5/18/22	QUIR001--Quirk, Lauren	EFT	300.00
5/18/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	117.16
5/18/22	REDD000--Red Dragon Karate, Inc.	EFT	596.00
5/18/22	REID000--Reid, Alexandra [S]	EFT	960.00
5/18/22	ROBE000--Roberts, Mary C.	EFT	926.33
5/18/22	ROWE000--Rowell, Grace	EFT	1,717.72
5/18/22	ROWL000--Rowland, Veronica Anne	EFT	450.00
5/18/22	RSRP000--Rancho Simi Recreation & Park District	EFT	110.00
5/18/22	RUWE000--Ruwe, Lauren	EFT	279.68
5/18/22	SAMA000--Samara Rice Music [S]	EFT	1,798.00
5/18/22	SATS000--Satsangi, Ajay K.	EFT	627.00
5/18/22	SCHO010--Scholastic Reading Club [P]	EFT	46.75
5/18/22	SCHO013--School Food and Wellness Group	EFT	1,700.00
5/18/22	SCHO021--Mathnasium of Laguna Niguel	EFT	294.00
5/18/22	SCHO025--SOR Schools VI, LLC	EFT	215.00
5/18/22	SCHW003--Schwartz, David (House of Tennis) [S]	EFT	606.00
5/18/22	SCIE002--Wilcox, Jill	EFT	7,526.17
5/18/22	SEAS001--Seaside Learning Center [S]	EFT	2,848.16
5/18/22	SECO000--The Second City Los Angeles Inc.	EFT	95.00
5/18/22	SHIN000--Shinja Kim	EFT	337.50
5/18/22	SIGN002--Stewart, Elizabeth	EFT	95.00
5/18/22	SLAV000--APlus Tutoring Inc.	EFT	325.00
5/18/22	SOMM001--Bio Box Labs	EFT	185.80
5/18/22	SPEN001--Spencer, Alec Neel	EFT	1,238.00
5/18/22	STAG000--Stagelight Performing Arts	EFT	366.00
5/18/22	STAR008--Starbeck, Rebecca [S]	EFT	583.25
5/18/22	STRA005--Strategic Kids, LLC	EFT	6,030.38
5/18/22	SUND000--SunDog Therapy	EFT	170.00
5/18/22	SUNL000--Sun Life Assurance Company of Canada	EFT	2,509.34
5/18/22	SYLV000--Starwin Corp	EFT	294.00
5/18/22	SYLV001--Sylvan Learning Center	EFT	638.00
5/18/22	SYLV002--Tedford, Sylvia D.	EFT	1,620.00

<b>Date</b>	<b>Vendor</b>	<b>Document No</b>	<b>Amount</b>
5/18/22	SYLV003--DKM Learning, LLC	EFT	1,300.00
5/18/22	SYLV003--DKM Learning, LLC	EFT	650.00
5/18/22	SYLV012--Sylvan Learning Centers	EFT	392.00
5/18/22	SYLV013--The Southern California Learning Corp	EFT	406.00
5/18/22	TALE001--Talenx Inc	EFT	251.75
5/18/22	TEAC002--Teacher Synergy [P]	EFT	66.02
5/18/22	TEAC002--Teacher Synergy [P]	EFT	3.75
5/18/22	THED003--The Dance School LA, LLC	EFT	275.00
5/18/22	THEH000--The Hidden Dojo	EFT	1,791.00
5/18/22	THER004--The Reed Idea Lab, LLC	EFT	557.30
5/18/22	THES001--The Surge Dance Center	EFT	1,410.00
5/18/22	THIN002--Thinking Tree [S]	EFT	647.50
5/18/22	THom008--Thompson, Brigid E.	EFT	152.84
5/18/22	TIGH000--Tighe, Darla	EFT	110.00
5/18/22	TMOB003--T-Mobile 2114	EFT	809.73
5/18/22	TOPB000--Top Billing Entertainment Performance Academy [S]	EFT	145.00
5/18/22	TORR001--Torres Fine Arts Instruction	EFT	105.00
5/18/22	UNIT002--M & S Studio MV LLC	EFT	975.00
5/18/22	UPLA000--Upland Martial Arts	EFT	120.00
5/18/22	URBA004--Urban Homeschoolers	EFT	5,488.90
5/18/22	USBL000--USBA LLC	EFT	185.00
5/18/22	VANH002--Van Houten, Holly	EFT	1,110.00
5/18/22	WATH000--Wathen, Troy	EFT	452.00
5/18/22	WEBR000--Webreak Hip-Hop Dance Company	EFT	705.00
5/18/22	WECR000--We Craft Box	EFT	3,339.04
5/18/22	WEST010--Westphal, Alyssa	EFT	595.00
5/18/22	WEXH000--WEX Health Inc.	EFT	122.40
5/18/22	WEXH000--WEX Health Inc.	EFT	122.40
5/18/22	WEXH000--WEX Health Inc.	EFT	27.20
5/18/22	WEXH000--WEX Health Inc.	EFT	122.40
5/18/22	WILE000--Wileman, Gina M.	EFT	540.00
5/18/22	WILL021--Williams, Josie	EFT	1,152.00
5/18/22	WMMU000--WM Music Lessons	EFT	3,785.00
5/18/22	WRIG000--Wrightwood Education Studio LLC	EFT	1,040.00
5/18/22	YMCA006--YMCA of Orange County - Mission Viejo	EFT	319.00
5/18/22	ZARU000--Zarubin Inc	EFT	255.00
5/19/22	ACAD004--Academics in a Box Inc. [P]	EFT	86.85
5/19/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	52.36
5/19/22	APLU000--APlus+	EFT	2,716.46
5/19/22	BAKE000--Baker Creek Heirloom Seed Co. [P]	EFT	19.75
5/19/22	BERN003--Bernales, Adam	EFT	62.90
5/19/22	CLAR005--The Claremont Club	EFT	1,445.00
5/19/22	CLUB002--Club SciKidzlabs LLC	EFT	149.85
5/19/22	COLO001--Colosky's Math Academy	EFT	820.69
5/19/22	CORD000--Cordero, Efrain	EFT	424.00
5/19/22	COUL001--Could It Be Dyslexia, Inc.	EFT	564.00
5/19/22	CREA006--Creative Kids Playhouse Children's Theatre of Orange County	EFT	123.00
5/19/22	DAYD000--DAY Dreams LLC	EFT	427.75
5/19/22	EDMU000--Edmunds, Amanda	EFT	90.00
5/19/22	Talaya Coleman	EFT	202.70
5/19/22	ERIN000--Chianese, Inc. [S]	EFT	871.57
5/19/22	HAGA000--Hagan, Bob	EFT	450.66
5/19/22	HEAD000--Head, Heart and Hands	EFT	2,350.00



Date	Vendor	Document No	Amount
5/19/22	HIST001--Hauris, Elizabeth	EFT	1,307.90
5/19/22	JIVE000--Jive Communications, Inc.	EFT	497.00
5/19/22	JOIN001--Join the Band [S]	EFT	582.00
5/19/22	KIMV000--Kim, Victoria	EFT	1,120.00
5/19/22	KING003--King, Jessica [S]	EFT	515.00
5/19/22	KIWI000--KIWICO [P]	EFT	280.74
5/19/22	LAMO001--Star Struck Dance Studio	EFT	1,196.00
5/19/22	MICH002--Liem, Michele	EFT	200.00
5/19/22	MUSI006--Musician's Friend, Inc [P]	EFT	57.89
5/19/22	NAOM000--NaoMitch Ventures	EFT	339.00
5/19/22	NATI000--National Benefit Services	EFT	468.22
5/19/22	NATI000--National Benefit Services	EFT	2,887.50
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5/19/22	NATI000--National Benefit Services	EFT	1,133.53
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5/19/22	NATI000--National Benefit Services	EFT	1,123.48
5/19/22	OCAL001--OC All-Stars Cheer & Dance - Foothill Ranch	EFT	675.00
5/19/22	OFFI000--Office Depot [P]	EFT	752.81
5/19/22	OLIV002--Olive Tree Education, Inc.	EFT	4,789.79
5/19/22	OWLC000--OwlCrate Enterprises, Inc.	EFT	121.55
5/19/22	PAHE000--Pahed, Brian	EFT	1,050.00
5/19/22	SCHO010--Scholastic Reading Club [P]	EFT	71.65
5/19/22	SCOT001--Scott, Rebecca [S]	EFT	2,083.25
5/19/22	SING001--Robyn Miner	EFT	205.00
5/19/22	STUD002--Studio H Fine Arts [S]	EFT	230.00
5/19/22	SYLV001--Sylvan Learning Center	EFT	696.00
5/19/22	TIMB000--Timberdoodle [P]	EFT	388.13
5/19/22	VALE011--Valenzuela, Patricia	EFT	275.00
5/20/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	167.01
5/20/22	BAKE000--Baker Creek Heirloom Seed Co. [P]	EFT	476.26
5/20/22	CORN003--Cornerstone Therapies	EFT	590.98
5/20/22	EDLO000--Edlogical Group Corp	EFT	2,250.00
5/20/22	Breana Delgado	EFT	97.08
5/20/22	Diane Miscione	EFT	80.00
5/20/22	Lisa Salazar	EFT	76.28
5/20/22	HAGA000--Hagan, Bob	EFT	240.63
5/20/22	INSI000--Inside SCV Magazine	EFT	135.00
5/20/22	JUMP000--Jump and Schout Therapy	EFT	200.00
5/20/22	KING006--Kings MMA Anaheim [S]	EFT	-226.50
5/20/22	LITE000--Literacy Resources, LLC	EFT	39.99
5/20/22	MATH002--Math-U-See, Inc [S]	EFT	41.00
5/20/22	MERE001--Susan Meredith	EFT	100.18
5/20/22	OFFI000--Office Depot [P]	EFT	4.02
5/20/22	VIVA001--Viva Online, LLC	EFT	-23.00
5/20/22	ZOHO000--Zoho Corporation	EFT	1,188.00
5/23/22	ACAD004--Academics in a Box Inc. [P]	EFT	173.70
5/23/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	614.67
5/23/22	KUMO003--Francisco Ang	EFT	37.48

Date	Vendor	Document No	Amount
5/23/22	NIGG000--Lauren Niggl	EFT	900.00
5/23/22	ROSE010--Glosup, Anjelica Rose	EFT	-1,643.00
5/23/22	SYLV003--DKM Learning, LLC	EFT	-750.00
5/24/22	ABCG000--ABC Guidance	EFT	1,006.79
5/24/22	APLU000--APlus+	EFT	24,356.04
5/24/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	135.00
5/24/22	BENE000--Benedict, Christine [S]	EFT	125.00
5/24/22	CORN003--Cornerstone Therapies	EFT	545.52
5/24/22	DEW103A--Dewey Pest Control 4102	EFT	465.00
5/24/22	DIAZ000--Diaz Landscaping	EFT	575.00
5/24/22	EDI100A--Southern California Edison 7947	EFT	86.27
5/24/22	EMHS000--EMH Sports USA, Inc [S]	EFT	1,615.00
5/24/22	McDaniels, Sara	EFT	232.60
5/24/22	Gabriel Mejia	EFT	124.11
5/24/22	Courtney Ellis	EFT	42.82
5/24/22	GAS100A--SoCalGas 6217	EFT	91.08
5/24/22	GAS100B--SoCalGas 6965	EFT	16.80
5/24/22	GAS100C--SoCalGas 6532	EFT	55.80
5/24/22	HIST001--Hauris, Elizabeth	EFT	72.39
5/24/22	JUMP000--Jump and Schout Therapy	EFT	650.00
5/24/22	LAC103B--LA County Waterworks 3275	EFT	497.66
5/24/22	LITT001--Little School of Music [S]	EFT	1,109.00
5/24/22	MCRO000--McRory Pediatric Services, Inc.	EFT	1,120.00
5/24/22	MONE000--Money Munchkids	EFT	454.89
5/24/22	MORE000--Moreys Music [P]	EFT	85.01
5/24/22	OFFI000--Office Depot [P]	EFT	161.61
5/24/22	OUTS000--Outschool, Inc [S]	EFT	577.00
5/24/22	PACI004--Pacific Palisades Math Learning LLC	EFT	918.00
5/24/22	PAKU000--Pakua LLC	EFT	240.00
5/24/22	PASA000--Pasadena Conservatory of Music	EFT	513.00
5/24/22	PEAC003--Peacock, Gabriella	EFT	90.00
5/24/22	PRES002--Presbyterian Church of the Covenant	EFT	6,462.00
5/24/22	PROC000--Procopio, Cory, Hagreaves & Savitch	EFT	480.00
5/24/22	QCLO000--QC Locksmith	EFT	18.19
5/24/22	QUIL000--Quill [P]	EFT	115.75
5/24/22	RELI000--Reliant Investments, Inc.	EFT	900.00
5/24/22	SANT017--Santa Clarita In Home Tutoring	EFT	390.00
5/24/22	SCHE001--Schenkenberger, Mandie	EFT	57.50
5/24/22	SHAK000--Shakespeare Kids	EFT	240.00
5/24/22	STAP001--Staples Advantage	EFT	77.08
5/24/22	STAP001--Staples Advantage	EFT	67.51
5/24/22	STAR003--Star Dance Center [S]	EFT	428.00
5/24/22	TEAC002--Teacher Synergy [P]	EFT	38.49
5/24/22	THEA003--The ARTree Community Arts Center	EFT	187.44
5/24/22	THEL000--The Listening Connection LLC	EFT	300.00
5/24/22	THEP001--The Philosurfer	EFT	123.75
5/24/22	TIM100D--Time Warner Cable 9001	EFT	2,538.42
5/24/22	URBA002--Automotive Technology Group INC.	EFT	3,103.00
5/25/22	ABBY000--Lai, Abigail	EFT	10,609.67
5/25/22	ACOR000--Acorn Naturalists [P]	EFT	67.27
5/25/22	AIN001--Diane Lewis	EFT	50.00
5/25/22	AMAZ100--Amazon Capital Services (iCA)	EFT	183.64
5/25/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	1,741.82



Date	Vendor	Document No	Amount
5/25/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	2,770.08
5/25/22	ARTS001--Wishmill Corp	EFT	152.10
5/25/22	BERE000--Berens, Candis	EFT	1,725.00
5/25/22	BERT000--Bertrand's Music [S]	EFT	162.60
5/25/22	BLAC012--Blackbelt Collective Krav Maga LLC	EFT	829.00
5/25/22	BLIC000--Blick Art Materials [P]	EFT	390.24
5/25/22	BLUE001--Blue Buoy Swim School [S]	EFT	4,410.69
5/25/22	BUSF000--Busfield, Kathleen L.	EFT	880.00
5/25/22	CALI022--California Dance Academy Inc	EFT	366.60
5/25/22	CELE001--Celeste Haueter - Reading is Fun for Me [S]	EFT	1,416.50
5/25/22	CJFU000--CJ's Functional Fitness & Self-Defense LLC	EFT	400.00
5/25/22	DANC002--Dance 1 [S]	EFT	1,710.55
5/25/22	DANC004--Margo Arts, Inc.	EFT	540.00
5/25/22	DEFI000--Define Dance Space, LLC.	EFT	400.00
5/25/22	EATO000--Janet Hay	EFT	1,910.00
5/25/22	EDLO000--Edlogical Group Corp	EFT	3,482.50
5/25/22	EDWA00--Edwards, Stevens & Tucker LLP	EFT	2,430.45
5/25/22	EMOG000--Emogi Fitness, LLC	EFT	160.00
5/25/22	Jennifer Billig	EFT	81.52
5/25/22	Christine Vargas	EFT	1,009.16
5/25/22	Elizabeth Vombaur	EFT	488.14
5/25/22	Brianna Sandoval	EFT	36.50
5/25/22	Zacherl, Christine Elizabeth	EFT	1,383.94
5/25/22	EPAO000--EPAO Inc.	EFT	960.00
5/25/22	FIRE001--M4L Training LLC	EFT	8,637.20
5/25/22	FISC003--Fischer, Laura	EFT	950.00
5/25/22	FLYI001--Flying Kick Martial Arts & Fitness	EFT	2,802.00
5/25/22	FORT000--FortePiano Music School	EFT	1,602.30
5/25/22	GOLD002--Wheeler, Joshua	EFT	172.50
5/25/22	GRUN000--Grunt, Gretchen Marie	EFT	1,623.00
5/25/22	GUAR002--Guardino, Briana	EFT	480.00
5/25/22	HERN010--Hernandez, Alheli	EFT	1,320.00
5/25/22	HIST001--Hauris, Elizabeth	EFT	356.72
5/25/22	HUCK000--HuckleBerry Center for Creative Learning [S]	EFT	7,650.92
5/25/22	INGH000--Morgan Ingham	EFT	557.24
5/25/22	INTE013--Interval Music LLC	EFT	1,040.00
5/25/22	JAMP000--Jampana Enterprises LLC	EFT	149.00
5/25/22	JIUJ000--Jiu-Jitsu Defense	EFT	1,266.00
5/25/22	JONE004--Jones, Caid Mitchell	EFT	405.00
5/25/22	JORI000--Jorian, Ruth	EFT	2,127.98
5/25/22	JOYC000--Joycor Learning Center Inc	EFT	299.00
5/25/22	KIDS004--KidsArt-Los Angeles, CA Inc [S]	EFT	1,184.00
5/25/22	KING006--Kings MMA Anaheim [S]	EFT	226.50
5/25/22	KIWI000--KIWICO [P]	EFT	838.41
5/25/22	KRAM001--Kramer-Webb, Erik	EFT	500.00
5/25/22	LANE000--Lane, Michelle	EFT	270.00
5/25/22	LITT001--Little School of Music [S]	EFT	4,968.19
5/25/22	LITT007--Little Surf Co. [s]	EFT	4,193.37
5/25/22	MARI002--Marich, Valerie G	EFT	240.00
5/25/22	MISS010--Miss Melodee Studios	EFT	94.00
5/25/22	MOLL000--Culture Hum Foundation	EFT	1,024.00
5/25/22	MUSI007--Musical Theatre Orange County [S]	EFT	480.00
5/25/22	NANN000--Nannette Keller LLC	EFT	850.00

Date	Vendor	Document No	Amount
5/25/22	NATU000--Minds on Education, Inc.	EFT	868.93
5/25/22	NEWM002--New Modern Music School	EFT	2,123.75
5/25/22	NIHA000--Ni Hao Chinese LLC	EFT	800.00
5/25/22	OAKC000--Oak Creek Corral	EFT	1,465.00
5/25/22	OFFI000--Office Depot [P]	EFT	420.41
5/25/22	OLYM000--Olympia Training Center [S]	EFT	1,174.50
5/25/22	OTCB000--OTC Brands Inc [P]	EFT	625.81
5/25/22	PACI001--CDB / MPB Inc.	EFT	1,814.40
5/25/22	PICO000--Huckleberry Friend Productions	EFT	537.50
5/25/22	QUIL000--Quill [P]	EFT	216.08
5/25/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	361.11
5/25/22	ROBI003--Young, Robin Nesom	EFT	1,230.00
5/25/22	ROSE010--Glosup, Anjelica Rose	EFT	1,643.00
5/25/22	SAVA001--Savage, Zeba N.	EFT	1,872.02
5/25/22	SCVA001--SCV Audio Video	EFT	195.00
5/25/22	SOUT011--Dance Unlimited, Inc.	EFT	1,118.78
5/25/22	THEV000--The Village	EFT	1,085.00
5/25/22	TIM100H--Time Warner Cable 9201	EFT	389.96
5/25/22	VIVA001--Viva Online, LLC	EFT	23.00
5/25/22	VTKD000--Victory TKD, Inc.	EFT	358.00
5/25/22	Wagn002--Wagner, Leonara	EFT	320.00
5/25/22	WATE000--Watersafe Swim School, Inc.	EFT	4,493.00
5/25/22	WEES000--Weesner, Judylyn	EFT	106.00
5/25/22	WEST000--West Coast Music Academy [S]	EFT	2,747.50
5/25/22	WOND003--WonderHere, LLC	EFT	438.00
5/25/22	WRIT000--Writtenburg Door Inc.	EFT	16,591.60
5/25/22	YAMA001--JCS Charis Corp.	EFT	1,206.66
5/25/22	ZENO000--Zenone LLC	EFT	72.00
5/26/22	OCAL000--OC All-Stars	EFT	-800.00
5/27/22	123R000--Moscat, Marcos [S]	EFT	280.00
5/27/22	AACA000--AACA REL	EFT	17,120.69
5/27/22	ABBY000--Lai, Abigail	EFT	1,167.50
5/27/22	ABRI000--A Brighter Child [P]	EFT	174.37
5/27/22	AVID000--Avid Promotions	EFT	394.50
5/27/22	BEAK000--Beakhyeon Han	EFT	565.00
5/27/22	BERT000--Bertrand's Music [S]	EFT	173.60
5/27/22	BOOK000--BookShark LLC	EFT	1,107.62
5/27/22	BOXA000--Box, Angela	EFT	460.00
5/27/22	BRAI002--Brain Builders STEM Education Inc	EFT	814.47
5/27/22	BRIT004--BPMVocal Inc	EFT	280.00
5/27/22	BURB001--Burbank Music Academy [S]	EFT	49.28
5/27/22	CARD000--Card Service Center	EFT	739.72
5/27/22	CHES000--Chesser, Christine	EFT	505.00
5/27/22	COMM003--Common Thread Claremont	EFT	135.00
5/27/22	CONR001--Palmdale School of Music Inc.	EFT	579.84
5/27/22	DANC008--Dance Inc.	EFT	1,208.00
5/27/22	DILL000--Bumblebunch Sewing Studio	EFT	25.00
5/27/22	EDWE000--Ed West [S]	EFT	201.22
5/27/22	Tricia Hancock	EFT	91.11
5/27/22	EVER004--EverWild LA [S]	EFT	3,198.40
5/27/22	FASH000--Fashion Camp - Create Design Sew LLC [S]	EFT	643.00
5/27/22	FIRS007--First Dog Corp	EFT	200.00
5/27/22	FORS002--Forsythe, Denise	EFT	100.00

Date	Vendor	Document No	Amount
5/27/22	GENE000--Genesis Gymnastics Inc	EFT	300.00
5/27/22	GLEE000--Glee Music Academy	EFT	778.20
5/27/22	GRAY002--Shanelle Gray Studios, Inc	EFT	800.00
5/27/22	GRET000--Grether, Michael	EFT	60.00
5/27/22	GUAR002--Guardino, Briana	EFT	900.00
5/27/22	HARL001--Harline, Jenna [S]	EFT	76.00
5/27/22	HERR001--Outside the Box Creation	EFT	302.64
5/27/22	HIST001--Hauris, Elizabeth	EFT	956.73
5/27/22	HOOD000--Hood, Leigh	EFT	370.00
5/27/22	HYEK000--Pasadena Kenpo LLC	EFT	676.00
5/27/22	IVYK000--Ivy Kids LLC [P]	EFT	113.85
5/27/22	JAZZ000--Jazz Angels, INC [S]	EFT	135.00
5/27/22	JENS000--Jensen, Don [S]	EFT	120.00
5/27/22	KELL004--Kelley, Cat [S]	EFT	420.00
5/27/22	KIDS001--KidsArt - Valencia, Inc [S]	EFT	1,191.00
5/27/22	KIDS009--KidsArt-Glendora INC [S]	EFT	118.98
5/27/22	KIND002--Kindfield, Peter	EFT	270.00
5/27/22	KWMU000--KW Music Studios LLC	EFT	160.00
5/27/22	LANG005--Language Network, Inc.	EFT	4,342.18
5/27/22	LEEA000--Leeacton, LLC	EFT	12,409.28
5/27/22	LEES000--Lee, Sue Yeon	EFT	130.00
5/27/22	LEWI002--Lewis Musical Academy Inc.	EFT	575.00
5/27/22	LINK000--Link, Deborah [S]	EFT	540.00
5/27/22	LONG000--Fitchett, Mark	EFT	560.00
5/27/22	MAKE000--Maker Learning Network	EFT	870.55
5/27/22	MAKE000--Maker Learning Network	EFT	5,069.56
5/27/22	MAKE000--Maker Learning Network	EFT	4,049.80
5/27/22	MAKE000--Maker Learning Network	EFT	468.86
5/27/22	MAND001--MandarinArts	EFT	682.00
5/27/22	MCCA001--McCandliss, Dorothy [S]	EFT	385.00
5/27/22	MOME000--Momentum Dance Center LLC	EFT	125.00
5/27/22	MONE000--Money Munchkids	EFT	70.70
5/27/22	MOON002--Moonstone Riding Academy & Show Barn [S]	EFT	267.00
5/27/22	MOXI000--MoxieBox Art	EFT	202.42
5/27/22	MYGY000--Children in Motion Two, LLC	EFT	139.00
5/27/22	MYGY001--Children in Motion	EFT	238.00
5/27/22	OFFI000--Office Depot [P]	EFT	71.76
5/27/22	ORTE004--Ortega, Reymundo	EFT	26,026.93
5/27/22	OVAT000--Ovation School of the Performing Arts [S]	EFT	1,140.00
5/27/22	PETI001--Petit Bizoo - Art Studio, Inc.	EFT	324.00
5/27/22	PORT001--Navah, Jilla	EFT	202.50
5/27/22	PUSH000--Push Skate School Inc.	EFT	2,028.50
5/27/22	RBGA000--RBG Academy	EFT	328.00
5/27/22	SCHO000--Scholastic Inc	EFT	285.33
5/27/22	SCHO004--School Nurse Supply Inc	EFT	38.20
5/27/22	SIRL000--Sirlopu Technology Group, LLC	EFT	623.00
5/27/22	SYLV003--DKM Learning, LLC	EFT	750.00
5/27/22	TALE001--Talen Inc	EFT	111.75
5/27/22	THEA002--The Animation Course, Inc [S]	EFT	187.50
5/27/22	THom008--Thompson, Brigid E.	EFT	2,299.02
5/27/22	WELL003--Well Trained Mind Press [P]	EFT	44.89
5/27/22	XOCH000--Xochiti Paola Brizuela	EFT	300.00
5/27/22	YANG002--Yang, Kay	EFT	833.03

Date	Vendor	Document No	Amount
5/27/22	YORK000--York, Jacqueline	EFT	634.51
5/31/22	ACAD006--Academy 831 [S]	EFT	796.00
5/31/22	ADRI000--Adriene Madden Publishing LLC [S]	EFT	1,295.00
5/31/22	AIN001--Diane Lewis	EFT	800.00
5/31/22	AMER005--American Tiger Karate, Inc.	EFT	1,133.00
5/31/22	ANAH000--Anaheim Ballet [S]	EFT	700.00
5/31/22	ANDE000--Anderson, Michelle [S]	EFT	1,700.00
5/31/22	APPL000--Apple Inc	EFT	217.91
5/31/22	AQUA000--Aquatic Explorations & Safety Training	EFT	1,552.00
5/31/22	ARCH002--ArcheryChamps	EFT	1,729.75
5/31/22	ART4000--Natalie Shohdy	EFT	1,215.00
5/31/22	ARTS003--Art Steps, Inc. [S]	EFT	3,516.59
5/31/22	AVDA000--AV Dance Studio 81	EFT	226.00
5/31/22	AXES000--Axes Fire Protection Inc.	EFT	180.00
5/31/22	BART000--Bartling, Kathrine	EFT	123.75
5/31/22	BEEB000--Beebe, Melinda J.	EFT	983.00
5/31/22	BORA000--James Boran [S]	EFT	460.00
5/31/22	BOYL000--Boyle, Andrew	EFT	80.00
5/31/22	BURB001--Burbank Music Academy [S]	EFT	2,389.67
5/31/22	BUTT000--Butterworth, Jamie [S]	EFT	995.71
5/31/22	CAPA000--Capalbo, Laurie [S]	EFT	1,080.00
5/31/22	CAST001--Soraya Castaneda	EFT	169.00
5/31/22	CLAS000--Classical Historian, Inc.	EFT	177.50
5/31/22	CODE003--Code Ninjas Santa Clarita	EFT	1,824.00
5/31/22	COLB000--The Colburn School [P]	EFT	2,025.00
5/31/22	CONE001--Conejo Recreation and Park District [S]	EFT	394.00
5/31/22	COOP001--Cooper, Biff [S]	EFT	765.00
5/31/22	DACH000--Dacheux, Valerie	EFT	1,562.00
5/31/22	DAVE000--Dave Janssen's School of Music [S]	EFT	3,108.77
5/31/22	DHME000--D H MECHANICAL	EFT	225.00
5/31/22	DRIV000--Drivers ED Direct, LLC [S]	EFT	1,210.00
5/31/22	EART000--Earthroots Field School	EFT	466.00
5/31/22	EDGE000--The Edge Martial Arts, Inc.	EFT	460.00
5/31/22	EDI100C--Southern California Edison 1868	EFT	84.15
5/31/22	EDLO000--Edlogical Group Corp	EFT	3,500.00
5/31/22	EDLO000--Edlogical Group Corp	EFT	2,700.75
5/31/22	Andrea Huntsman	EFT	100.81
5/31/22	Erin Wade	EFT	83.21
5/31/22	Erin Ponchak	EFT	129.28
5/31/22	Andrea Swander	EFT	90.00
5/31/22	Kristen Jones	EFT	-128.80
5/31/22	EVAN009--Evans, Laurel	EFT	935.00
5/31/22	EVER000--EverLearn Inc	EFT	398.00
5/31/22	FASH000--Fashion Camp - Create Design Sew LLC [S]	EFT	620.26
5/31/22	FIRE002--Fired Up Arts LLC	EFT	50.00
5/31/22	FIRE004--Firestorm Freerunning - Galaxy LLC	EFT	815.00
5/31/22	FREC000--Freckled Frog [S]	EFT	500.00
5/31/22	GALL003--Gallagher, Angila	EFT	540.00
5/31/22	GRAV001--Gravie, Inc	EFT	4,966.81
5/31/22	GRAV001--Gravie, Inc	EFT	24,377.12
5/31/22	GRAV001--Gravie, Inc	EFT	51,155.50
5/31/22	GUER000--Guerrero, Laura A.	EFT	120.00
5/31/22	HAGA000--Hagan, Bob	EFT	383.91

Date	Vendor	Document No	Amount
5/31/22	HOST001--Hosterman, Claire Zoe	EFT	1,600.00
5/31/22	INTE006--CybrSchool LLC	EFT	500.00
5/31/22	INTR000--Depoian, Jon	EFT	3,499.43
5/31/22	JAFF000--The Vivid Canvas Art Studio	EFT	1,673.75
5/31/22	JOEF000--Joe Ferrante Music Academy	EFT	1,090.00
5/31/22	JOHN023--Johnson, Robin	EFT	1,285.76
5/31/22	KICK001--Kick It Up Kids [S]	EFT	623.00
5/31/22	KIDS014--KidsArt Claremont Inc	EFT	148.00
5/31/22	KING001--King Harbor Boating Foundation [S]	EFT	1,516.00
5/31/22	KIWI000--KIWICO [P]	EFT	270.99
5/31/22	KLAK000--Klak-Amador, Deborah	EFT	2,105.00
5/31/22	KNMA000--KNMA, Inc. [S]	EFT	635.00
5/31/22	LAUR001--Laurel, Melody	EFT	1,160.00
5/31/22	LAVI000--LaVine Equestrian	EFT	860.00
5/31/22	LEAR000--Learn Beyond The Book LLC [S]	EFT	16,008.15
5/31/22	LECL000--LE Club Gymnastics	EFT	1,478.60
5/31/22	LILC000--Three Little Chefs [S]	EFT	1,184.79
5/31/22	MATH001--Math to the Max	EFT	742.10
5/31/22	MISS003--Mission: Renaissance Inc.	EFT	2,284.22
5/31/22	MISS006--Look N Weak 11 LLC	EFT	360.00
5/31/22	MOBI002--Daniel Lee	EFT	5,145.00
5/31/22	MOLI000--Molina, Chantel	EFT	772.00
5/31/22	MONA000--Monarchs National Gymnastics Training Center [S]	EFT	451.50
5/31/22	MULT002--Multiriver Studios, LLC.	EFT	3,160.58
5/31/22	MUSI005--The Music Abode [S]	EFT	595.00
5/31/22	NOBL000--Noble, Holly A	EFT	400.00
5/31/22	OFFI000--Office Depot [P]	EFT	560.93
5/31/22	OLIV001--Be 8, LLC	EFT	436.72
5/31/22	PEAC002--Peace Hill Classical Co-Op LLC	EFT	642.23
5/31/22	PHOE000--Phoenix Feather Academy of Music	EFT	600.00
5/31/22	PIAN001--Piano Play Music Systems [S]	EFT	1,079.00
5/31/22	PLAY008--Play-Based Learning Academy [S]	EFT	1,776.00
5/31/22	POWE008--Power of One Lakewood	EFT	587.00
5/31/22	RAIN000--Rainbow Resource Center Inc [P]	EFT	441.30
5/31/22	ROOS000--Roos Music	EFT	6,745.00
5/31/22	ROSE010--Glosup, Anjelica Rose	EFT	2,610.00
5/31/22	SIGP000--SIG Property Management	EFT	4,762.79
5/31/22	SKAT000--The Skateside [S]	EFT	599.00
5/31/22	SONG000--Song, Jinhee	EFT	550.00
5/31/22	SOTO001--Soto, Kristina	EFT	458.00
5/31/22	SOUN000--Soundcheck Music School	EFT	129.57
5/31/22	SOUT005--South County Dance [S]	EFT	990.83
5/31/22	SOUT007--South Coast Repertory [S]	EFT	90.00
5/31/22	SOUT013--Southland Ballet Academy [S]	EFT	820.00
5/31/22	SPAR001--Sparkletts	EFT	180.26
5/31/22	SRMT000--SOR Schools VI, LLC	EFT	1,123.50
5/31/22	STAP001--Staples Advantage	EFT	4.99
5/31/22	STAP001--Staples Advantage	EFT	6.57
5/31/22	STUD003--Studies Weekly, Inc. [P]	EFT	33.02
5/31/22	TEAC002--Teacher Synergy [P]	EFT	136.94
5/31/22	TEHA000--Tehachapi Academy of Dramatic Arts	EFT	200.00
5/31/22	THEC000--Stirton, Scott [S]	EFT	1,964.23
5/31/22	THom008--Thompson, Brigid E.	EFT	1,096.18

Date	Vendor	Document No	Amount
5/31/22	THRI000--Thrive Academics, Inc [S]	EFT	900.00
5/31/22	TIM103A--Time Warner Cable 9101	EFT	36.88
5/31/22	TRAD001--Tori's Equitation Services	EFT	2,790.00
5/31/22	TRIV000--Tri-Valley CS [S]	EFT	1,449.75
5/31/22	TUST001--Tustin Dance and Music Center, LLC.	EFT	138.00
5/31/22	ULTI001--Ultimate Student Success	EFT	960.00
5/31/22	URBA003--Urban Scholar Academy [S]	EFT	589.63
5/31/22	USBO000--Educational Development Corporation	EFT	127.28
5/31/22	VALE002--Valencia Tutors Learning Center [S]	EFT	179.00
5/31/22	WADE000--Wade, Camille	EFT	300.00
5/31/22	WATH000--Wathen, Troy	EFT	229.50
5/31/22	WEES000--Weesner, Judylyn	EFT	53.00
5/31/22	WITC000--Witczak, Lilli	EFT	320.00
5/31/22	YANG002--Yang, Kay	EFT	298.75
6/1/22	LOSA001--Los Angeles County Office of Education (LACOE)	EFT	278,906.12
6/2/22	ALPH000--Alpha Lit Orange County	EFT	449.00
6/2/22	AMPI000--Academy Management Professionals, Inc.	EFT	507.52
6/2/22	BLIC000--Blick Art Materials [P]	EFT	164.71
6/2/22	BLOO000--Bloom School of Music and Dance	EFT	-318.00
6/2/22	BONN001--Bonnie Andre [S]	EFT	720.00
6/2/22	BOOK000--BookShark LLC	EFT	1,040.34
6/2/22	BRAV000--Brave Writer, LLC [P]	EFT	348.00
6/2/22	C3CL000--C3 Classes, LLC	EFT	1,146.83
6/2/22	CAST001--Soraya Castaneda	EFT	495.00
6/2/22	CLEA003--Cleary Irish Dance LLC	EFT	300.00
6/2/22	CLIF000--Clifton Larson Allen LLP	EFT	1,795.50
6/2/22	CLIF000--Clifton Larson Allen LLP	EFT	199.50
6/2/22	CODE005--M B B & D LLC	EFT	199.00
6/2/22	COOP001--Cooper, Biff [S]	EFT	150.00
6/2/22	COTT000--Cottonwood Church	EFT	2,500.00
6/2/22	DAVE000--Dave Janssen's School of Music [S]	EFT	17.15
6/2/22	DUTC000--Dutch School of LA	EFT	250.00
6/2/22	DZID000--Dzida, Bosica Boska	EFT	1,715.00
6/2/22	EART000--Earthroots Field School	EFT	623.00
6/2/22	Jennifer Betscher	EFT	79.44
6/2/22	Anna Siegel	EFT	194.28
6/2/22	EVER005--Evergreen Music Conservatory [S]	EFT	1,519.00
6/2/22	GAET000--Gaeta, Pablo Alejandro	EFT	400.00
6/2/22	GRAC003--Gracie Barra San Clemente	EFT	1,060.00
6/2/22	GRYP000--Gryphon Fitness Studio, LLC [S]	EFT	950.00
6/2/22	GUER000--Guerrero, Laura A.	EFT	200.00
6/2/22	HERR001--Outside the Box Creation	EFT	140.82
6/2/22	HIST001--Hauris, Elizabeth	EFT	317.78
6/2/22	HORS000--Kim Wineland (Horse ETC)	EFT	765.00
6/2/22	JAMI000--Jamir, Chloe	EFT	280.00
6/2/22	JIUJ000--Jiu-Jitsu Defense	EFT	200.00
6/2/22	KAIS000--Kaiser Foundation Health Plan	EFT	41,705.80
6/2/22	KAIS000--Kaiser Foundation Health Plan	EFT	44,280.30
6/2/22	KAIS000--Kaiser Foundation Health Plan	EFT	17,163.67
6/2/22	KAIS000--Kaiser Foundation Health Plan	EFT	17,163.67
6/2/22	KAIS000--Kaiser Foundation Health Plan	EFT	32,798.04
6/2/22	KAIS000--Kaiser Foundation Health Plan	EFT	32,798.04
6/2/22	KANO000--Kanor Driving School, Inc.	EFT	666.66



Date	Vendor	Document No	Amount
6/2/22	KGMU000--KG Music Center, LLC.	EFT	1,895.00
6/2/22	KUMO001--Kumon-Northridge [S]	EFT	300.00
6/2/22	LANT000--Lanterns Global	EFT	4,585.13
6/2/22	LELU000--Lelu Inc	EFT	738.52
6/2/22	LEWI002--Lewis Musical Academy Inc.	EFT	32.85
6/2/22	LITT007--Little Surf Co. [s]	EFT	2,589.03
6/2/22	LOSA001--Los Angeles County Office of Education (LACOE)	EFT	33,863.65
6/2/22	LOSA001--Los Angeles County Office of Education (LACOE)	EFT	121,381.91
6/2/22	MAKE000--Maker Learning Network	EFT	4,049.80
6/2/22	MATH022--Mathnasium of Valencia	EFT	1,694.00
6/2/22	MCCC000--MCC Cypress Learning [S]	EFT	399.00
6/2/22	MELB000--Melvin Booker Jr	EFT	1,265.00
6/2/22	MELB000--Melvin Booker Jr	EFT	747.50
6/2/22	MESV000--MES Vision	EFT	3,950.50
6/2/22	MESV000--MES Vision	EFT	539.46
6/2/22	MESV000--MES Vision	EFT	2,376.01
6/2/22	MOSA000--Mosaic Music	EFT	111.00
6/2/22	MRDM001--Mr. D Math, LLC	EFT	4,365.00
6/2/22	NOBL000--Noble, Holly A	EFT	275.00
6/2/22	NUES000--Nuestra Escuelita Spanish Academy	EFT	965.00
6/2/22	NUES000--Nuestra Escuelita Spanish Academy	EFT	169.00
6/2/22	OFFI000--Office Depot [P]	EFT	291.77
6/2/22	OUTS000--Outschool, Inc [S]	EFT	919.00
6/2/22	PLAY002--Play Your Part INC [S]	EFT	680.00
6/2/22	PREM003--Premier Martial Arts & Mentorship	EFT	357.00
6/2/22	SCHO000--Scholastic Inc	EFT	29.99
6/2/22	SCHO010--Scholastic Reading Club [P]	EFT	283.39
6/2/22	SOTE000--Soteria Academy [S]	EFT	1,789.25
6/2/22	SUMM002--Summer, Kelly [S]	EFT	720.00
6/2/22	SUND000--SunDog Therapy	EFT	358.00
6/2/22	SUZU000--Suzuki Music Association of California	EFT	266.00
6/2/22	TAPA000--TAP Academy	EFT	930.74
6/2/22	TEAC002--Teacher Synergy [P]	EFT	6.00
6/2/22	THEC000--Stirton, Scott [S]	EFT	90.00
6/2/22	THOM006--Stacy Thompson [S]	EFT	180.00
6/2/22	TKSM000--TKS Martial Arts	EFT	274.17
6/2/22	TOPO000--Top Out Climbing [S]	EFT	210.00
6/2/22	VANL000--Van Leuven, Amy	EFT	5,585.00
6/2/22	VANL000--Van Leuven, Amy	EFT	275.00
6/2/22	VINC002--Vincent, Sarah	EFT	2,429.00
6/2/22	WECR000--We Craft Box	EFT	106.99
6/2/22	WOMP000--Womple Studios LLC	EFT	551.81
6/2/22	WRIT001--WriteAtHome, Inc.	EFT	867.00
6/2/22	YMCA003--YMCA of Orange County - Fullerton	EFT	343.00
6/2/22	YOON000--Yoon, Meena	EFT	368.75
6/2/22	ZWEB000--Zweber, Katie Nicole	EFT	675.00
6/3/22	ALLO000--All Occasion Rentals	EFT	1,485.50
6/3/22	BAKE000--Baker Creek Heirloom Seed Co. [P]	EFT	45.75
6/3/22	BAY103B--Bay Alarm Company 8872	EFT	63.00
6/3/22	BEAK000--Beakhyeon Han	EFT	584.00
6/3/22	DAVE000--Dave Janssen's School of Music [S]	EFT	65.70
6/3/22	DYNA002--Dynamic Therapies Inc	EFT	210.00
6/3/22	EDI110S--Southern California Edison 0155	EFT	399.68

Date	Vendor	Document No	Amount
6/3/22	Zahir Khan	EFT	140.30
6/3/22	Amanda Buchheit	EFT	502.40
6/3/22	FRES001--Fresh Start Healthy Meals, Inc.	EFT	3,288.90
6/3/22	GAS100S--SoCalGas 2205	EFT	14.94
6/3/22	GAS103A--SoCalGas 8430	EFT	208.96
6/3/22	GRAY002--Shanelle Gray Studios, Inc	EFT	600.00
6/3/22	KIDS011--Kids Connections Developmental Therapy Center	EFT	428.40
6/3/22	NCSP000--NCS Pearson Inc	EFT	293.10
6/3/22	NEWH000--Newhall Valencia Lock & Key	EFT	17.41
6/3/22	OCAL000--OC All-Stars	EFT	-1,150.00
6/3/22	OFFI000--Office Depot [P]	EFT	149.99
6/3/22	PEDI001--Pediatric Therapy Associates	EFT	593.75
6/3/22	PROC000--Procopio, Cory, Hagreaves & Savitch	EFT	1,160.00
6/3/22	QUIL000--Quill [P]	EFT	41.42
6/3/22	QUIL000--Quill [P]	EFT	35.27
6/3/22	RIVE003--Riverside Insights	EFT	566.13
6/3/22	SOTE000--Soteric Academy [S]	EFT	600.00
6/3/22	TAPA000--TAP Academy	EFT	930.72
6/3/22	TUST001--Tustin Dance and Music Center, LLC.	EFT	137.00
6/3/22	WAS103A--Waste Management 3006	EFT	392.90
6/3/22	WPSU001--WPS Unlocking Potential	EFT	689.00
6/3/22	YOUN008--Young Artist's Yamaha Music School	EFT	960.00
6/6/22	GOLD004--Golden Star Education Services	EFT	-1,653.32
6/6/22	SOLU000--Solution Tennis Inc	EFT	-3,890.00
6/7/22	AMAZ100--Amazon Capital Services (iCA)	EFT	545.42
6/7/22	BECK000--Robinson Tutoring and Consulting, LLC.	EFT	87.50
6/7/22	BLIC000--Blick Art Materials [P]	EFT	1,279.71
6/7/22	BOOK000--BookShark LLC	EFT	6,431.72
6/7/22	BRAV000--Brave Writer, LLC [P]	EFT	229.00
6/7/22	BREA002--Breakthrough Sports	EFT	160.00
6/7/22	CLIF000--Clifton Larson Allen LLP	EFT	2,835.00
6/7/22	CLIF000--Clifton Larson Allen LLP	EFT	315.00
6/7/22	CURT002--Curtain Call Performing Arts	EFT	150.00
6/7/22	DANC006--Dance Magic Studios	EFT	365.00
6/7/22	DEXT000--Dexter Creative	EFT	330.00
6/7/22	EART000--Earthroots Field School	EFT	160.00
6/7/22	Pulley, Margaret	EFT	123.00
6/7/22	Bailey, Kendra	EFT	286.76
6/7/22	Stephanie Wolfe	EFT	100.00
6/7/22	Talaya Coleman	EFT	930.81
6/7/22	ENCO004--Aria Musicorum	EFT	507.00
6/7/22	GAME003--Gamez, Ava	EFT	605.60
6/7/22	GOPH001--Gopher	EFT	72.92
6/7/22	GRAC000--Gracie Barra BJJ Pasadena [S]	EFT	1,070.00
6/7/22	GREE003--Greenwave Surf, Inc. [S]	EFT	560.00
6/7/22	HUCK000--HuckleBerry Center for Creative Learning [S]	EFT	75.00
6/7/22	KING001--King Harbor Boating Foundation [S]	EFT	2,050.06
6/7/22	LAND003--Around the World Stories (Matthew Landin)	EFT	1,449.80
6/7/22	MAKE000--Maker Learning Network	EFT	100.00
6/7/22	MISS006--Look N Weak 11 LLC	EFT	120.00
6/7/22	MRDM001--Mr. D Math, LLC	EFT	290.00
6/7/22	OFFI000--Office Depot [P]	EFT	544.45
6/7/22	ONLI000--Online Purchasing Systems	EFT	44,328.51



Date	Vendor	Document No	Amount
6/7/22	ONLI000--Online Purchasing Systems	EFT	2,599.20
6/7/22	OUTS000--Outschool, Inc [S]	EFT	478.00
6/7/22	OUTS000--Outschool, Inc [S]	EFT	1,522.00
6/7/22	OUTS000--Outschool, Inc [S]	EFT	1,788.00
6/7/22	PASC000--Pascual, Arthur	EFT	1,450.00
6/7/22	PIAN001--Piano Play Music Systems [S]	EFT	1,035.00
6/7/22	SANT007--Santa Clarita Valley International	EFT	110.00
6/7/22	SPEC003--Specialized Therapy Services	EFT	7,459.00
6/7/22	STAP001--Staples Advantage	EFT	75.57
6/7/22	STAP001--Staples Advantage	EFT	352.45
6/7/22	STEP002--Stepping Stones Therapy, Inc. [S]	EFT	600.00
6/7/22	STEP002--Stepping Stones Therapy, Inc. [S]	EFT	800.00
6/7/22	TAIT000--Tait, Chinwe	EFT	100.98
6/7/22	THEL000--The Listening Connection LLC	EFT	200.00
6/7/22	THEL003--The Listening Academy Inc.	EFT	195.00
6/7/22	TMOB004--T-Mobile 8058	EFT	539.33
6/7/22	VANL000--Van Leuven, Amy	EFT	2,310.00
6/7/22	VER1023--Verizon 0003	EFT	53.32
6/7/22	WORL003--Guo's Elite, Inc.	EFT	369.57
6/7/22	ZOHO000--Zoho Corporation	EFT	720.00
6/8/22	CARD000--Card Service Center	EFT	1,686.19
6/8/22	Robledo, Leanne	EFT	42.47
6/8/22	MEIT000--Meitzler, Darren and Tabatha	EFT	11,500.00
6/8/22	ZOOM000--Zoom Video Communications Inc	EFT	2,643.81
6/9/22	ACAD004--Academics in a Box Inc. [P]	EFT	-167.70
6/9/22	ACTO005--Actorsite Inc.	EFT	250.00
6/9/22	AIN001--Diane Lewis	EFT	65.00
6/9/22	AMAZ100--Amazon Capital Services (iCA)	EFT	107.16
6/9/22	AMAZ102--Amazon Capital Services (Exp)*	EFT	269.21
6/9/22	AMIE000--Johnson, Amie	EFT	240.00
6/9/22	APPL004--Applied Music Studio [S]	EFT	268.00
6/9/22	ARTH001--The Art House S. Corp	EFT	838.13
6/9/22	BAY100D--Bay Alarm Company 6772	EFT	167.01
6/9/22	BAY100S--Bay Alarm Company 6372	EFT	148.82
6/9/22	BEND002--Piano Boise LLC dba Allemande Music Academy	EFT	300.00
6/9/22	BOXA000--Box, Angela	EFT	825.00
6/9/22	BRAI002--Brain Builders STEM Education Inc	EFT	7,780.78
6/9/22	BRID002--Edovate Learning Corp.	EFT	590.00
6/9/22	BUSF000--Busfield, Kathleen L.	EFT	60.00
6/9/22	C3CL000--C3 Classes, LLC	EFT	978.33
6/9/22	CAPA000--Capalbo, Laurie [S]	EFT	220.00
6/9/22	CEED000--CEED Enterprises	EFT	8,000.00
6/9/22	CENT014--Centerline Gym	EFT	1,415.00
6/9/22	CLAR002--Claremont Chefs Academy [S]	EFT	239.08
6/9/22	CLAS000--Classical Historian, Inc.	EFT	137.50
6/9/22	CLIF000--Clifton Larson Allen LLP	EFT	3,142.13
6/9/22	CLIF000--Clifton Larson Allen LLP	EFT	349.12
6/9/22	COLL004--The College Board	EFT	2,965.00
6/9/22	COLO001--Colosky's Math Academy	EFT	661.93
6/9/22	CONV000--Mary Converse	EFT	583.46
6/9/22	CRAN000--Crandall, Jacob D.	EFT	3,345.00
6/9/22	DANC004--Margo Arts, Inc.	EFT	540.00
6/9/22	DAYD000--DAY Dreams LLC	EFT	259.00

Date	Vendor	Document No	Amount
6/9/22	DEPA000--Antoinette De Paiva	EFT	900.00
6/9/22	DIGI000--Digital Dragon [S]	EFT	250.00
6/9/22	DRIV000--Drivers ED Direct, LLC [S]	EFT	348.00
6/9/22	EART000--Earthroots Field School	EFT	466.00
6/9/22	Washington, Jacquelyne	EFT	969.72
6/9/22	Frommer, Joshua	EFT	1,840.26
6/9/22	Frommer, Joshua	EFT	-1,840.26
6/9/22	Frommer, Joshua	EFT	1,840.26
6/9/22	Kiera Jew	EFT	210.93
6/9/22	Andrea Lacey	EFT	25.98
6/9/22	ENCO003--Encore School of Music, Inc.	EFT	133.00
6/9/22	ENCO004--Aria Musicorum	EFT	338.00
6/9/22	EVER004--EverWild LA [S]	EFT	2,050.00
6/9/22	FISC003--Fischer, Laura	EFT	375.00
6/9/22	FULL000--Full Circle Consulting Systems Inc	EFT	12,750.00
6/9/22	GOLD004--Golden Star Education Services	EFT	2,600.00
6/9/22	GUER000--Guerrero, Laura A.	EFT	935.00
6/9/22	HALV000--Halvorson, Marlene [S]	EFT	350.00
6/9/22	JACO002--Jacobson, Jennifer	EFT	2,655.00
6/9/22	JACO002--Jacobson, Jennifer	EFT	3,677.00
6/9/22	JAMP000--Jampana Enterprises LLC	EFT	518.00
6/9/22	JENN001--Murphy Language Arts LLC	EFT	533.00
6/9/22	KANO000--Kanor Driving School, Inc.	EFT	217.00
6/9/22	KGMU000--KG Music Center, LLC.	EFT	820.00
6/9/22	KIDS016--Drawn2Art	EFT	1,578.00
6/9/22	KIWI000--KIWICO [P]	EFT	139.81
6/9/22	LEES000--Lee, Sue Yeon	EFT	130.00
6/9/22	LEON001--Legacy of Valor & Excellence	EFT	2,190.00
6/9/22	LIVE002--LIVE Online Math [P]	EFT	1,900.00
6/9/22	LOWE001--Lowe, James [S]	EFT	3,921.64
6/9/22	LUCK002--GT & GA Inc	EFT	1,213.00
6/9/22	MAIT000--Maitlen, Alison [S]	EFT	218.00
6/9/22	MART004--Martha Desmond [S]	EFT	3,273.28
6/9/22	MATH022--Mathnasium of Valencia	EFT	534.90
6/9/22	MCKI000--McKinnon, Mike	EFT	714.38
6/9/22	MUSY000--MUSYCA Children's Choir [S]	EFT	945.00
6/9/22	NOBL000--Noble, Holly A	EFT	275.00
6/9/22	OFFI000--Office Depot [P]	EFT	195.04
6/9/22	OWLC000--OwlCrate Enterprises, Inc.	EFT	121.55
6/9/22	POWE007--Powell, Fabiola	EFT	600.00
6/9/22	PREC001--Precision Gymnastics, INC [S]	EFT	586.00
6/9/22	QUIL000--Quill [P]	EFT	113.07
6/9/22	ROBE000--Roberts, Mary C.	EFT	851.34
6/9/22	ROWL000--Rowland, Veronica Anne	EFT	640.00
6/9/22	RSRP000--Rancho Simi Recreation & Park District	EFT	198.00
6/9/22	SCHO021--Mathnasium of Laguna Niguel	EFT	1,906.41
6/9/22	SCHO022--Mathnasium of San Clemente	EFT	2,359.40
6/9/22	SIKO000--Sikora, Kimberly Noreen	EFT	430.00
6/9/22	SING001--Robyn Miner	EFT	205.00
6/9/22	SORO000--Sorola, Rosemary L.	EFT	76.25
6/9/22	STEP002--Stepping Stones Therapy, Inc. [S]	EFT	1,725.00
6/9/22	STIT000--StitchSpace LA	EFT	160.00
6/9/22	SUCC001--Success 4 Hoopz	EFT	425.00

Date	Vendor	Document No	Amount
6/9/22	THIN002--Thinking Tree [S]	EFT	352.50
6/9/22	TREE002--A Tree of Knowledge Educational Services, Inc.	EFT	2,694.00
6/9/22	WATE001--Waterworks Aquatics Inc	EFT	1,998.40
6/9/22	WATH000--Wathen, Troy	EFT	1,033.00
6/9/22	WECR000--We Craft Box	EFT	32.09
6/9/22	WKPH000--W.K. Phoenix Inc [S]	EFT	707.00
6/10/22	ACAD004--Academics in a Box Inc. [P]	EFT	-213.65
6/10/22	ACOR000--Acorn Naturalists [P]	EFT	197.21
6/10/22	AIN001--Diane Lewis	EFT	6,458.75
6/10/22	ALES000--Aleshire & Wynder, LLP	EFT	20,000.00
6/10/22	ALTE000--Alternative Choices in Education, LLC	EFT	12,067.65
6/10/22	BAKE000--Baker Creek Heirloom Seed Co. [P]	EFT	17.00
6/10/22	BECK000--Robinson Tutoring and Consulting, LLC.	EFT	672.53
6/10/22	BERT000--Bertrand's Music [S]	EFT	51.90
6/10/22	BYRD001--Byrd, Culleen	EFT	810.31
6/10/22	CAPA000--Capalbo, Laurie [S]	EFT	710.00
6/10/22	CEGM000--CEG Martial Arts [S]	EFT	734.00
6/10/22	CENT014--Centerline Gym	EFT	2,753.00
6/10/22	DEXT000--Dexter Creative	EFT	306.00
6/10/22	DYNA003--Dynamic Movement LA	EFT	240.00
6/10/22	EDLU000--eDynamic Learning	EFT	569.00
6/10/22	EDWE000--Ed West [S]	EFT	115.41
6/10/22	Silvia Mora	EFT	59.32
6/10/22	Kristen Jones	EFT	128.80
6/10/22	FUNW000--Fun with Horses [S]	EFT	4,913.80
6/10/22	harv001--Harvey-Hobson, Linda Marie	EFT	1,328.00
6/10/22	HOLI001--Holiday, Amanda	EFT	563.75
6/10/22	IRWI000--Irwin, Pamela Rae	EFT	209.00
6/10/22	JACK000--JackKris Publishing [P]	EFT	45.98
6/10/22	JOOB000--Joobilo LLC	EFT	17,766.67
6/10/22	KNAU000--Knauer Pianos	EFT	1,287.00
6/10/22	LAWO000--Law Offices of Young, Minney & Corr, LLP	EFT	3,819.29
6/10/22	LIGH001--Lights On Learning Solutions, Inc.	EFT	610.00
6/10/22	LINK000--Link, Deborah [S]	EFT	130.00
6/10/22	LITT007--Little Surf Co. [s]	EFT	-1,100.00
6/10/22	LIVE002--LIVE Online Math [P]	EFT	988.00
6/10/22	LOSA013--Team Theatrics Inc. dba Los Angeles Ballet Academy	EFT	275.00
6/10/22	LUCK002--GT & GA Inc	EFT	3,689.00
6/10/22	MAIT000--Maitlen, Alison [S]	EFT	585.50
6/10/22	MAKE000--Maker Learning Network	EFT	220.00
6/10/22	MAKE000--Maker Learning Network	EFT	250.00
6/10/22	MAKE000--Maker Learning Network	EFT	122,323.54
6/10/22	NATI000--National Benefit Services	EFT	847.50
6/10/22	PICA000--Paula S. Bradley	EFT	410.00
6/10/22	POLI000--Poli, Kimberly	EFT	816.00
6/10/22	SANC005--Nancy Sanchez	EFT	200.00
6/10/22	SIKO000--Sikora, Kimberly Noreen	EFT	1,238.87
6/10/22	STEI001--Athena's Advanced Academy, Inc.	EFT	1,495.99
6/10/22	STEP002--Stepping Stones Therapy, Inc. [S]	EFT	950.00
6/10/22	SUND000--SunDog Therapy	EFT	225.00
6/10/22	TAPA000--TAP Academy	EFT	270.00
6/10/22	TERR001--Terra Art Foundation [S]	EFT	14,634.93
6/10/22	THEO004--The ONE TaeKwanDo [S]	EFT	915.64

Date	Vendor	Document No	Amount
6/10/22	THES001--The Surge Dance Center	EFT	850.00
6/10/22	TOPO000--Top Out Climbing [S]	EFT	2,013.38
6/10/22	VACC000--She Sings Out, Inc.	EFT	260.00
6/10/22	VIBE000--Vibe Performing Arts [S]	EFT	824.00
6/10/22	WEST005--West Coast Classical [S]	EFT	1,645.00
6/10/22	YOUN008--Young Artist's Yamaha Music School	EFT	820.00
6/13/22	AMAZ100--Amazon Capital Services (iCA)	EFT	60.06
6/13/22	APPL000--Apple Inc	EFT	10,860.05
6/13/22	BILL002--Bill.com, LLC	EFT	36,638.00
6/13/22	Jenny Palacios	EFT	56.71
6/13/22	LAWO000--Law Offices of Young, Minney & Corr, LLP	EFT	424.36
6/13/22	MAKE000--Maker Learning Network	EFT	13,581.39
6/13/22	SCVR001--SCV Restaurant Equipment	EFT	4,000.00
6/13/22	ZOOM000--Zoom Video Communications Inc	EFT	2,643.81
6/14/22	MURT001--Hajar MuQtasid	EFT	-263.25
6/15/22	ACAD004--Academics in a Box Inc. [P]	EFT	381.35
6/15/22	AIN001--Diane Lewis	EFT	505.00
6/15/22	BAY100B--Bay Alarm Company 0872	EFT	115.00
6/15/22	BLIC000--Blick Art Materials [P]	EFT	432.19
6/15/22	BLOO000--Bloom School of Music and Dance	EFT	318.00
6/15/22	BRAI006--Brain Learning Psychological Corporation	EFT	4,000.00
6/15/22	CDWL000--CDW, LLC	EFT	2,450.00
6/15/22	DAVE000--Dave Janssen's School of Music [S]	EFT	186.15
6/15/22	DIAZ001--Diaz, Brandon	EFT	360.00
6/15/22	EDI100A--Southern California Edison 7947	EFT	125.36
6/15/22	EDI103A--Southern California Edison 0180	EFT	3,607.02
6/15/22	McDaniels, Sara	EFT	329.44
6/15/22	De La Cruz, Olivia	EFT	611.94
6/15/22	Musick, Amber	EFT	86.41
6/15/22	Rahman, Abed	EFT	181.76
6/15/22	Cassandra Coleman	EFT	423.27
6/15/22	Russell, Jennifer	EFT	32.99
6/15/22	Megan Miller	EFT	205.92
6/15/22	Teri Richardson	EFT	112.50
6/15/22	Samantha Navalta	EFT	29.02
6/15/22	GOLD004--Golden Star Education Services	EFT	1,653.32
6/15/22	HORS000--Kim Wineland (Horse ETC)	EFT	230.00
6/15/22	JIVE000--Jive Communications, Inc.	EFT	402.55
6/15/22	LITT007--Little Surf Co. [s]	EFT	1,100.00
6/15/22	MAKE000--Maker Learning Network	EFT	620.00
6/15/22	MAKE000--Maker Learning Network	EFT	3,201.93
6/15/22	MURT001--Hajar MuQtasid	EFT	263.25
6/15/22	NEWH000--Newhall Valencia Lock & Key	EFT	283.26
6/15/22	PICA000--Paula S. Bradley	EFT	155.00
6/15/22	PIPE000--Piper Learning, Inc [P]	EFT	-369.68
6/15/22	PIPE000--Piper Learning, Inc [P]	EFT	-115.23
6/15/22	RIVE003--Riverside Insights	EFT	1,962.24
6/15/22	STAP001--Staples Advantage	EFT	6.57
6/15/22	STAP001--Staples Advantage	EFT	14.97
6/15/22	THEC007--The Creature Crew	EFT	105.09
6/15/22	THEL000--The Listening Connection LLC	EFT	200.00
6/15/22	VALE006--Valencia Fulfillment Inc	EFT	192.62
			<b>\$ 3,325,349.10</b>



## **AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements Board Approved:**

Whereas, the Governor signed an Executive Order Suspending the Brown Act until October 1, 2021,

Whereas, the Governor signed Emergency Legislation AB 361 in September 2021,

Whereas, according to AB 361, the public charter school Board may take advantage of additional flexibility in teleconference meetings so long as the school complies with the following:

- The public has access via internet and/or telephone to the Board meeting and can provide public comment in some electronic form,
- The charter school uses its sound discretion and makes reasonable efforts to adhere, as closely as possible, to the other provisions of the Brown Act in order to maximize transparency and provide public access.

Whereas, AB 361 states that:

- If there is a state of emergency proclaimed by the Governor, the same suspension of teleconferencing rules apply, if either state or local officials have imposed or recommended measures to promote social distancing or, by Board vote a finding imminent risk to health or safety of attendees.

Whereas, SB 361 requires:

- The Board must provide means of how public comment will be available (internet/by phone);
- If a technical disruption occurs, no action can be taken; and
- No early requirement for public comment will be set into place and the Board shall allow for “real time” comments during full public comment period; and
- The Board makes a finding every 30 days to continue teleconferencing.

Therefore, based on the Board’s 30-day reconsideration of the current circumstances of the State of Emergency and situations of the State of Emergency continues to directly impact the ability of members to meet safely in person, and/or the State or local officials continue to impose or recommend measures to promote social distancing;

The Board has determined that it will hold its next meeting in a hybrid mode allowing Board Members and the public to attend the meetings in person using social distancing requirements or virtually given individual needs and choice of the attendee.



## Universal Transitional Kindergarten Planning and Implementation Grant Program

### UPK Planning

#### Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
iLEAD Hybrid	Amanda Fischer Executive Director	amanda.fischer@ileadschools.org	<a href="tel:(800)925-1502">(800) 925-1502</a>

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

a. No not a joint application

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? N/A

## Projected Enrollment and Needs Assessment

### *Recommended Planning Questions*

1. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.<sup>1</sup> Complete the following tables.<sup>2</sup>

**Table: Projected Student Enrollment**

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) <sup>4</sup>	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
<b>TK Students</b>	81	82	96	96	96	96
<b>K Students</b>	362	372	384	384	384	384

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<sup>1</sup> If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

<sup>2</sup> See the implementation schedule above for changes in teacher/adult ratios over the implementation period.



**Table: Facilities Estimates (Cumulative)**

Type of Facility	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1
K Classrooms	1	1	1	1	1

**Table: Staffing Estimates (Cumulative)**

Type of Staff	Current	2022–23	2023–24	2024–25	2025–26
TK	3.5	4	4	4	4
TK Teacher's Assistants	0 (non classroom based)	0 (non classroom based)	0 (non classroom based)	0 (non classroom based)	0 (non classroom based)
K	15	16	16	16	16
K Teacher's Assistants	0 (non classroom based)	0 (non classroom based)	0 (non classroom based)	0 (non classroom based)	0 (non classroom based)

## **Focus Area A: Vision and Coherence**

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

### ***Required Questions***

**CDE will be requiring this information to be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
  - a. TK offered at all sites: Yes, offered at both programs/studios, but will be offered
  - b. TK offered at some sites
  - c. TK stand-alone classes: Yes, possibly will depend on TK counts each year
  - d. TK and kindergarten combination classes: Yes, possibly will depend on TK counts each year
  - e. CSPP and TK combination classes (CSPP funding and ADA funding)
  - f. Locally-funded preschool and TK combination classes
  - g. CSPP stand-alone classes
  - h. Head Start stand-alone classes
  - i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?<sup>3</sup> [select one]
- a. Full Day TK
  - b. Part Day TK: will continue with part-day TK and keeping with the 36,000 minute guideline
  - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. [open response]
- a. IS (Hybrid) : TK will be offered and implemented as in the past years. It will be available each year moving forward under the new TK date guidelines. TK learners will be assigned to a roster of a facilitator and will be assigned the coursework for a 36,000 minute school year.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
  - b. Yes - the LEA applied for a new CSPP contract in 2022–23
  - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
  - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
  - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
  - f. No - the LEA plans to relinquish or reduce CSPP services in future years

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<sup>3</sup> The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours (“part day”) (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or “full day”) to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]: **N/A**
- a. Three-year-old children
  - b. Four-year-old children who will not be enrolled in TK in the current school year
  - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
  - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
    - i. **Yes, as space allows within the lottery and grade level caps**
    - ii. No
    - iii. Maybe
  - b. 2023–24 (Birthdays April 3 or after) [select one]
    - i. **Yes, as space allows within the lottery and grade level caps**
    - ii. No
    - iii. Maybe
  - c. 2024–25 (Birthdays June 3 or after) [select one]
    - i. **Yes, as space allows within the lottery and grade level caps**
    - ii. No

iii. Maybe

## **Focus Area B: Community Engagement and Partnerships**

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

### ***Required Questions***

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
  - a. Parent Teacher Association Meetings
  - b. Family or parent surveys
  - c. English Learner Advisory Committee (ELAC)
  - d. District English Learner Advisory Committee (DELAC)
  - e. Special Education Local Plan Area (SELPA)
  - f. School Site Council
  - g. District Advisory Committee
  - h. LCAP educational partners input sessions
  - i. Tribal Community input session
  - j. Co-hosting events with community-based organizations (CBOs)
  - k. Hosting meet and greets with the early learning and care community
  - l. LPC Meetings
  - m. Local Quality Counts California (QCC) consortia meetings
  - n. First 5 County Commission meetings
  - o. Community Advisory Committee (CAC)
  - p. Head Start Policy Council meetings

- q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
  - r. Other [describe, open response]
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
  - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
  - c. CSPP (on an LEA site)
  - d. CSPP (at a CBO site)
  - e. LEA- or locally-funded preschool
  - f. Head Start
  - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
  - h. Other CBO preschool
  - i. State subsidized child care (not including CSPP)
  - j. Other [describe, open response]
  - i. The nine hour school day so not apply to Non Classroom Based schools and therefore this question do not apply

### **Focus Area C: Workforce Recruitment and Professional Learning**

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

EC Section 48000(g)(4) specifies that **credentialed teachers** who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

### ***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following strategies does the LEA intend **to use to support diverse and effective prospective TK teachers**, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
  - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
  - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
  - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA



- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
  - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
  - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
  - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
  - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
  - i. Apply for workforce development funding and competitive grant opportunities from the CDE
  - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
  - k. Provide advising on credential requirements and options for how to meet these requirements
  - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
  - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
  - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
  - o. Other [describe, open response] **This does not apply to non classroom based schools as Local Assignment 44865 applies for Independent Study and can be used to satisfy TK and Kindergarten requirements of a credential.**
  - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ **to support diverse and effective prospective TK teachers**, including multilingual

educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]

- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other [describe, open response] **This does not apply to non classroom based schools as Local Assignment 44865 applies for Independent Study and can be used to satisfy TK and Kindergarten requirements of a credential.**
  - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
- N/A
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

- b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
  - h. Offer unit-bearing coursework at a local district site during times that work for teachers
  - i. Other [describe, open response]
  - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)
  - d. Developmental Reading Assessment (DRA)
  - e. LEA-based, grade level benchmarks and a report card
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)
  - h. Other [describe, open response]
  - i. The LEA does not plan to offer professional learning on child observational assessments

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to **site leaders and directors**? [select all that apply]
- a. Effective adult-child interactions
  - b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
  - c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - e. Implicit bias and culturally- and linguistically-responsive practice
  - f. ACEs and trauma- and healing-informed practice
  - g. Curriculum selection and implementation
  - h. Creating developmentally-informed environments
  - i. Administration and use of child assessments to inform instruction
  - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - l. Engaging culturally- and linguistically-diverse families
  - m. Other [describe, open response]
  - n. Site leaders and principals will not be offered professional learning on early childhood education

## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Required Questions

**CDE will be requiring this information to be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the **following language model(s) for TK students?** [select all that apply]
  - a. Dual language program with a language allotment<sup>4</sup> of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
2. If the LEA administers CSPP, does it plan to provide any of the **following language model(s) for CSPP students?** [select all that apply] Not applicable

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<sup>4</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- a. Dual language program with a language allotment<sup>5</sup> of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
3. Identify methods the LEA plans to use **to support the development of social-emotional learning and executive function skills** through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - b. Implement the CSEFEL Pyramid Model in the classroom
  - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in
  - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
  - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
  - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

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<sup>5</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
  - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
- 4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
  - a. Implement Universal Design for Learning
  - b. Provide adaptations, accommodations, and modifications to instructional materials
  - c. Provide specialized services (for example, occupational therapy, adaptive physical education, specialized academic instruction, speech and language pathology therapy, physical therapy) in the classroom with peer models
  - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - e. Provide additional staff to support participation in instruction
  - f. Appropriate MTSS supports (Tier 1, 2, and 3)
  - g. Other [open response]
- 5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
  - a. ASQ
  - b. BRIGANCE Early Childhood Screen
  - c. DRDP
  - d. DRA
  - e. LEA-based grade level benchmarks and a report card
  - f. TS GOLD
  - g. WSS

- h. Other [describe, open response]
- i. The LEA does not plan to use a common TK assessment
- j. Unsure



## **Focus Area E: LEA Facilities, Services, and Operations**

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

### **For Facilities:**

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

### ***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response] **None, there will be no displacement of programs, as ample space is available.**
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
  - a. **Yes:**
  - b. No
    - i. If no, how many more classrooms does the LEA need? [identify number, open response]
    - ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
  - a. **Yes**

- b. No
  - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
- 4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
  - a. Yes:
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
- 5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
- 6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
  - a. Turfed area
  - b. Paved area
  - c. Apparatus area
  - d. Land required for buildings and grounds
  - e. Total square feet required
  - f. None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
- a. Transportation to and from the TK program
  - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
  - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
  - d. No transportation will be provided
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? No extended learning opportunities need to be provided due to non classroom based school.

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.



**iLEAD Hybrid**  
**Admissions and Enrollment Policy**  
Board Approved:

**I. Introduction**

The goal of the admissions policy of iLEAD Hybrid (hereinafter “School”) is to attract, admit and retain at the School the broadest spectrum of learners and families representative of the rich diversity existing in the Los Angeles, Orange, Ventura, San Bernardino or Kern Counties. The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School will not charge tuition and the School will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

**II. Admission and Requirements for Admission**

The School is open to any learner in the State of California and resides in Los Angeles, Orange, Ventura, San Bernardino or Kern County who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school’s capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

**A. Admission Eligibility and Requirements**

In order to be eligible for admission in the School, learners must meet the following eligibility requirements:

- All learners must have been fully immunized to attend school on the AV campus in the iLEAD Hybrid AV studio program and present the appropriate health examination record in accordance with the California Health and Safety Code. If a learner does not attend school on campus and is part of an independent study program then the learner does not need to be fully immunized but must submit what immunizations have been completed upon admission.
- All kindergarten learners must be age 5 on or before September 1 of the school year in which he/she seeks admission.
- For those children who do not meet the minimum age for admission into kindergarten, the School offers a voluntary transitional kindergarten (“TK”)

program for eligible children. The School's TK program is the first of a two-year kindergarten program and learners shall not attend more than two years of a combination of TK and kindergarten. The School's TK program will admit children whose birthday falls within the following:

- o In the 2022-23 school year, a child who will have their fifth birthday between September 2 and February 2;
  - o In the 2023-24 school year, a child who will have had their fifth birthday between September 2 and April 2;
  - o In the 2024-25 school year, a child who will have had their fifth birthday between September 2 and June 2;
  - o In the 2025-26 school year, and each year thereafter, a child who will have had their fourth birthday by September 1.
- Learners may be granted admission outside of the allotted TK window if space in the program allows. Provided the governing board or director of the School determines that the admittance is in the best interests of the child and that the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. The curriculum offered in the TK program shall be age and developmentally appropriate. TK learners may be placed in the same classroom as other kindergarten learners, provided that the instruction given is that designed for TK learners.
- No learner admitted early shall generate average daily attendance until the learner has attained their fifth birthday or whose birthday falls within the TK window for that school year, regardless of when the learner was admitted during the school year.
- All learners must be at least age 6 by September 1 of the school year in which they seek admission in first grade, and not exceeding age 19, unless the learner has been continuously enrolled in public school and make satisfactory progress towards award of a high school diploma, the learner is being served under the term of an Individualized Education Program, and/or the school or program qualifies for an exemption from the general prohibition on serving learners over age 19 and in accordance with the California Education Code §§ 48010, 48011, 48210 and 47612.
- No learner may concurrently attend a private school that charges the learner's family for tuition or concurrently attend another public school.
  - o All learners shall be documented as residents of the State of California.
  - o If admitted in an independent study program, a learner shall be documented as a resident of the county in which the charter school reports its apportionment claims or an immediately adjacent county.

- A learner that has been previously expelled may be admitted to the school at the discretion of the governing board and School Director on a case-by-case basis. The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the School's capacity at the time the learner seeks readmission.

## **B. Enrollment Process**

In order to ensure that all learners will be placed appropriately and benefit fully from the education program, the following enrollment procedures will be enforced. Failure to comply with any of these procedures will result in denial of enrollment. An enrolled learner will be removed from the School if failure to comply with these procedures is discovered after enrollment has been granted. All eligible learners must meet the following requirements:

- Complete registrations for admission must be timely submitted to the School no later than the deadline published for that school year.
  - The registration for admission shall include, but is not limited to, the following:
    - Authorization for the School to request and receive learner records from all schools the learner has previously attended or is currently attending;
    - A statement regarding the learner's immunization or exception from the requirement;
    - A statement regarding the learner's examinations required by the Health and Safety Code;
    - Identification of the learner's age;
    - Identification of the learner's residency;
- Parents/guardians/caregivers should, but are not required to, attend a pre-enrollment Information Open House Meeting or its equivalent.
- Parents/guardians/caregivers are strongly encouraged to attend a School info session.
- Parents/guardians/caregivers and learners shall sign and return to the School an acknowledgement of receipt and review of the Learner Guidebook with the registration for admission.
- The School shall follow any required procedures for the transfer of a program between SELPAs for learners with an Individualized Education Program (IEP).



- Additionally, each registration will be reviewed by staff to ensure it is complete before the learner will be considered for enrollment. Each registration will include a description of the School's dispute resolution process. Any learner that has been denied enrollment for failure to meet the School's Admission Requirements and Process may avail themselves to this process for reconsideration.

The School's personnel shall not inquire specifically about a learner's citizenship or immigration status or the citizenship or immigration status of a learner's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a learner's immigration status, such as a green card, voter registration, a passport or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, School personnel shall solicit that documentation or information separately from the school enrollment process.

Pursuant to this policy and where permitted by law, the Director of the School shall enumerate alternative means to establish residency, age or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status or national origin, and that do not reveal information related to citizenship status or immigration status.

If the School solicits the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the School shall explain the limited purpose for which the information is collected. It is the School's policy that a failure to provide this information will not bar the learner from enrolling in or attending the School, and such policy will be explained at the time the School asks for this information.

If the School has more enrollment interest forms for enrollment than available space, enrollment shall occur following the random public drawing as described below.

### **III. Preferences**

In the event that there are more learners applying for enrollment than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending the School;
- Siblings of existing learners who reside within the school district in which any Charter School site is located
- Siblings of existing learners who do not reside in the school district in which any Charter School site is located

- Residents of the school district in which any Charter School site is located, who apply for enrollment at that site
- Children of employees of iLEAD California

#### **IV. Enrollment Process and Guidelines**

The enrollment process will begin immediately upon obtaining Charter Status. There will be an open enrollment period each year, which will be advertised within the school community so that all interested learners may have an equal opportunity to apply for admission. The deadline for accepting enrollment interest formss will be clearly stated. When a parent, guardian or learner inquires about enrollment and before conducting an enrollment lottery, the School will provide a copy of the California Department of Education's notice including the notice requirements in California Education Code section 47605(d)(4).

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;
- The School will solicit from current learners their intention to return the following year;
- The School will solicit from parents/guardians of current learners their intention to apply for admission for siblings of current learners;
- The School will solicit from founders and staff members their intention to apply for admission for their children;
- The School will design program informational materials;
- The School will plan one or more Information Open House Meetings/Tours (attendance at which is strongly encouraged for admission);
- The School will issue press releases and/or utilize other communication strategies
  - The School will actively recruit learners throughout the community;
  - The School will host Information Open House Meeting(s)
  - The School will schedule School Tours beginning the second year of the program (attendance at which is strongly encouraged for admission);
  - The School will establish and hold an open enrollment period so that all interested learner may have an equal opportunity to apply for admission;
  - The School will determine the number of returning learners at each level;
  - The School will determine the number of new learners at each level;

- After the returning learners are placed, the School will hold a random public drawing, if necessary applying its identified preferences;
- The School will notify the families of the applicants who are accepted and rejected;
- Non-accepted families will be placed on the waitlist in the order in which the learners are drawn from the random public drawing. Children who complete the enrollment interest form process after the published deadline will be added to the waitlist.

A waitlist is maintained for each school year. Once on the waitlist, a learner would remain in that position until they are offered a spot in the school or expresses no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the waitlist are offered a position, they must accept that position within two business days or if they decline or fail to respond within three business days they may be removed from the waitlist or placed at the bottom of the waitlist if they desire.

## **V. Final Admission**

Once the learner has been enrolled, parents, guardians, education rights holders or learners will be required to provide proof of immunization status, date of birth, residency, examinations required by the Health and Safety Code, transcripts, copies of any IEPs and other learner records in order to complete the admissions process as described below.

In accordance with law, learners who qualify as homeless learners or foster learners may be admitted even if some of the above-referenced documents are not timely submitted.

No learner will be unconditionally admitted to attend sessions at the Antelope Valley studio unless the learner has been fully immunized as required by law or has a valid medical exemption on file.

No non-California residents will be admitted to the School. **For learners participating in Independent Study**, no learner who resides outside of the granting agency county or a county directly adjacent thereto will be admitted to the School, unless a legal exception applies.

No learner who does not meet the minimum age for admission in accordance with California law will be admitted to the School.

Proof of full immunization or exemption from the requirement if attending sessions at the Antelope Valley studio;

Proof of health examinations required by the Health and Safety Code;

Proof of age with the registration for admission through documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, a declaration from the parent/guardian or a passport;

Proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

If any information provided to by the parents/guardians could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any learners or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any learners or families or bar children from enrolling or attending school;



# iLEAD Hybrid Exploration

*A program of iLEAD Hybrid*

## 2022-2023 Learner/Family Guidebook

**Free To Think. Inspired To Lead.**

# INTRODUCTION

Welcome to iLEAD Hybrid Exploration, a program of iLEAD Hybrid, which is designed to meet each child's individual needs to foster a love of learning and the desire to be the leaders of the future. As a learner at iLEAD Hybrid Exploration, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study, including language arts, math, social studies, science, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience. They will also have the opportunity to learn experientially through field study events, visiting local parks, organizations, businesses, and museums.

iLEAD Hybrid Exploration's parents/guardians are actively involved in their child's education. It is a team environment with frequent collaboration between staff, parent/guardian, and learner. Educational facilitators (EFs) are credentialed teachers of record who partner with families to provide support and guidance to the learner.

This Guidebook is designed to share iLEAD Hybrid Exploration's philosophy, expectations for learners and families, along with other school information.

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## SECTION 1:

# EDUCATIONAL OVERVIEW

## Mission and Philosophy

**Free to Think. Inspired to Lead.**

### iLEAD's Acronym...

#### **International**

Learning foreign languages and cultures makes learners compassionate, open-minded world citizens.

#### **Leadership**

Practicing leadership from a young age prepares learners for a lifetime of listening, collaborating, inspiring, and leading.

#### **Entrepreneurial Development**

Encouraging learners to work in teams, take risks and learn from failure nurtures the ability to innovate and ignites their entrepreneurial spirit.

#### **Arts**

Creating and exploring the world through the artistic experience enhances all subject areas.

#### **Design Thinking**

Participating in project-based learning leads to more meaningful experiences and a deeper understanding.

Through personalized, customizable instruction, iLEAD's mission is to inspire learners to become creative problem solvers, compassionate servant-leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. iLEAD Hybrid Exploration promotes active learning methods and opportunities for self-directed learning.

## Program Description

iLEAD Hybrid Exploration is a tuition-free, WASC accredited independent study program servicing TK-12 learners in Los Angeles, Orange, San Bernardino, Kern, and Ventura counties.



iLEAD Hybrid Exploration is passionate about personalized learning, providing opportunities for each child to thrive through their own individualized learning plan. Families are paired with a credentialed teacher who develops and oversees an individualized learning plan/assignment work record (ILP/AWR) based on grade-level standards and the learner's passions. Under the guidance of a credentialed educational facilitator, families can incorporate a variety of learning methods and educational activities to achieve educational goals. Instructional funds are allocated by facilitators to support and enhance the learner's individualized learning plan and educational goals.

iLEAD's dedicated staff partners with each family to plan, advise, and encourage the learner to reach their goals. Each month, the educational facilitator will work with the family to develop meaningful, standards-based assignments using the learner's passions/interests, curriculum, and educational activities. Families meet with their educational facilitator at weekly check-ins, and at learning period meetings that take place a minimum of every 20 school days, to share all learning activities and assignments from their ILP/AWR. Work samples are collected for every subject, and parents/guardians sign learning logs to verify daily engagement.

iLEAD Hybrid Exploration also values community, providing opportunities to foster friendships through a variety of field studies, service projects, park days, and family gatherings.

## Project-Based Learning

iLEAD supports project-based learning (*What is PBL?* and *PBL Outcomes* from [Buck Institute](#)), a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Learners are highly engaged as they learn not just by knowing, but by doing. Research shows that PBL improves learning by making it more engaging as learners are active participants in the learning process. PBL prepares learners for college and career as they learn how to take initiative and responsibility, build their confidence, solve problems, communicate ideas, and manage themselves more effectively. Projects provide learners with empowering opportunities to make a difference by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, develop their technology skills, are exposed to workplaces and adult jobs, and can develop career interests.

## Social and Emotional Learning (SEL)

iLEAD also supports social and emotional learning (SEL), which guides learners to manage their emotions, resolve conflict, and make responsible and well-thought-out decisions. iLEAD supports practices such as Love and Logic® which aims to embrace each learner's uniqueness while modeling and expecting appropriate behavior. These courses have been recorded and are

available on the Hub of the iLEAD Hybrid Exploration website. Learners are encouraged to share their work through Presentations of Learning (POLs), learning period meetings, talent shows, and science fairs. Learners are also involved in goal-setting through their individualized learning plan and assignment work record (ILP/AWR).

iLEAD embraces practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) by Stephen/Sean Covey and [Character Lab®](#) to support social-emotional learning and teach iLEAD's Schoolwide Learner Outcomes.

## **7 Habits of Highly Effective People**

Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**

Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.

- **Habit 2: Begin With the End in Mind**

Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.

- **Habit 3: Put First Things First**

Life management — define one's purpose, values, roles, and priorities.

- **Habit 4: Think Win-Win**

Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.

- **Habit 5: Seek First to Understand, Then Be Understood**

- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.

- **Habit 6: Synergize**

This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.

- **Habit 7: Sharpen the Saw**

Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

## Schoolwide Learner Outcomes

iLEAD's Schoolwide Learner Outcomes (SLOs) were carefully selected to develop the whole child/learner with a focus on academic and social-emotional learning. Research has demonstrated that character is plural, encompassing a multitude of strengths that can be organized into three dimensions: interpersonal, intrapersonal, and intellectual strengths. The iLEAD Hybrid Exploration team exposes learners to these Schoolwide Learner Outcomes in an effort to support families with SEL development:

- **Academic Rigor**  
Displays a high degree of attention, curiosity, interest, optimism, and passion when learning.
- **College & Career Readiness**  
Demonstrates knowledge, skill, and the disposition needed to be successful in post-secondary education and/or vocational training.
- **Critical Thinking**  
Exhibits self-directed, self-disciplined, self-monitored, and self-corrective thinking.
- **Curiosity**  
Displays eagerness to explore new things with openness.
- **Gratitude**  
Demonstrates thankfulness for the benefits received from others.
- **Grit**  
Exhibits perseverance and passion for long-term goals.
- **Growth Mindset**  
Expresses a belief that skills and intelligence can be developed through hard work and practice.
- **Optimism**  
Displays confidence in a future full of positive possibilities.
- **Purpose**  
Driven by something larger than oneself; sets goals for the future or a motivation to help the world.
- **Self-Control**  
Maintains temper, holds back from interrupting, and responds to others in ways that are socially appropriate.
- **Social Intelligence**  
Understand the feelings of others and adapt actions accordingly.
- **Zest**  
Displays enthusiastic and energetic participation in life.

## Curriculum

Facilitators support learners and their individual interests and learning styles. Beyond a singular curriculum, facilitators incorporate a variety of materials and experiences to best meet the needs of individual learners.

### **California State Academic Standards**

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. They are rigorous, internationally benchmarked, and research and evidence-based.

Each state and each district in California decides how they will teach and what resources they will use. More information can be found at [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/) or [www.corestandards.org](http://www.corestandards.org). California's computer-based student testing system, the California Assessment of Student Performance and Progress (CAASPP), incorporates the standards for English language arts, mathematics, and science. The assessments include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-Based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about CAASPP can be found at [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/) [EC 60119, 60604.5, 60615].

### **Engaging Curriculum Options**

Curriculum options support the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, hands-on activities, and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher-order thinking and real-world skills.

### **English Learners Identification Notice**

State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

### **Facilitator Continuity (Looping)**

Multi-year relationships between the facilitator and learner provide for a deeper connection to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

## Global Understanding

21<sup>st</sup> century learners are encouraged to engage in an increasingly interdependent world where knowledge is constantly developing and evolving in a global marketplace.

## Healthy Youth Act

The [California Healthy Youth Act](#) requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. iLEAD Hybrid Exploration provides this course to 7th and 9th grade learners. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes the understanding of sexuality as a normal part of human development.

Parents/Guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child/learner not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by email or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. Be informed when the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, including the date of the instruction, and the name of the organization or affiliation of each guest speaker.

## Master Agreement and Individualized Learning Plans and Assignment Work Record (ILP/AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher (EF). This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. An acknowledgment of responsibilities, signed by the learner,

parent/guardian, and educational facilitator, emphasizes each person's responsibility in the learner's education.

In addition to the Master Agreement, educational facilitators create an Individualized Learning Plan/Assignment Work Record (ILP/AWR) to guide instruction. The ILP/AWR shows the assignments for each learning period, as well as the learner's semester goals, and is developed in collaboration with the learner and family. Learners complete the work and activities on their ILP/AWR by the end of each learning period. The primary goal of the ILP/AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time.

## **Individualized Educational Plan (IEP)**

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in iLEAD Hybrid Exploration and the learner's IEP does not provide for independent study or non-classroom based instruction, then iLEAD must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, certain special education services can only be provided while the learner is physically in the state of California. Contact the case manager or school office if you will be out-of-state during your service time. The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. iLEAD Hybrid Exploration will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

## SECTION 2:

# PROGRAM OVERVIEW

### Enrollment and Lottery Guidelines

As a charter school, iLEAD Hybrid Exploration is a school of choice and may have more learners interested in attending the school than there are spaces available. Each year, all new learners (including siblings of current learners) interested in applying for the following school year must complete an enrollment interest form located on iLEAD Hybrid Exploration's website. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

A learner is officially enrolled once school begins and the parent/guardian, learner, and educational facilitator have signed a Master Agreement. Grade placement for enrollment follows the chart unless otherwise stated in the learner's official cumulative school files.

The ages are displayed as year.month and are based on the learner's age on the first day of school.

TK	4.9 - 5.8	4	8.9 - 9.8
K	5.0 - 5.8	5	9.9 - 10.8
1	5.9 - 6.8	6	10.9 - 11.8
2	6.9 - 7.8	7	11.9 - 12.8
3	7.9 - 8.8	8	12.9 - 13.8

### Transitional Kindergarten (TK)

Learners who turn 5 between September 2, 2022 and February 2, 2023 are eligible to enroll in the TK program and will receive full instructional funds that are depreciated depending on the date of enrollment.

### Attendance

As an independent study program of public charter schools, iLEAD Hybrid Exploration has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).



1. **Engagement:** Learners must be engaged in assigned educational activities listed on the individualized learning plan and assignment work record (ILP/AWR) on every school day listed on the [iLEAD Hybrid Exploration school calendar](#). If a learner does not engage in an assigned educational activity listed on the ILP/AWR on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the learning log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.
2. **Time Value:** Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the individual learning plan and assignment work record (ILP/AWR). Generally, the ILP/AWR will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject and this will impact their attendance.

When attendance is claimed at the end of a learning period, the EF takes into consideration both engagement and time value and must claim the lesser of the two.

## Truancy and Compliance

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD Hybrid Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Hybrid Charter School maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

### Inadequate Progress

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant and will receive a notice via email and a letter in the mail.

### Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school



administration including the learner's supervising facilitator to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the school will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

#### **Additional Consideration for Students with a Section 504 Plan or IEP**

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.

This meeting may be combined with the Evaluation at the discretion of the school.

#### **Notice of Decision and Opportunity to Request a Hearing Prior to Removal**

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be

notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
  - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
  - b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

## **Non-Truant Absences**

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

- a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
  1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
  2. Due to quarantine under the direction of a county or city health officer.
  3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
  4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  5. For the purpose of jury duty in the manner provided for by law.
  6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.

7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
  8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
  11. For the purpose of participating in a cultural ceremony or event.
  12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.
- b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
  - c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
  - d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
  - e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

## Chronic Absenteeism

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

# Concurrent Enrollment

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

# High School Class Enrollment

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment.

# Instructional Funds

Instructional funds are public dollars allocated to the school by the state. The educational facilitator, a credentialed teacher within the state of California, will guide families in the selection of academic materials and services from the approved vendor list that supports the educational goals of the learner. As the teacher of record, the facilitator is required to ensure all learners have access to grade-level, standards-based materials. The materials and services ordered will support the assignments, projects, and activities listed on the learner’s Individualized Learning Plan and Assignment Work Record (ILP/AWR).

2022-2023 Instructional Funds	
Grades TK-K	\$2,300/year
Grades 1-8	\$2,800/year
Grades 9-12	\$3,000/year
Note: Once the school year begins, funds are depreciated based on the learner's start date.	

The primary focus is the learner’s adequate progress with instructional funds supporting core subjects and other academic areas of need based on internal benchmark testing, state testing, curriculum assessments, and academic progress on the ILP/AWR. The educational facilitators and the vendor department will use their professional judgment to evaluate the appropriateness of requested materials and services. The school makes the final determination on the use of funds to support the learner’s academic progress. The use of service vendors (courses/classes) is only approved for school days (no weekends, holidays, or breaks). The [Ordering Handbook](#) contains information on allowable requests and can be found in the ordering section of the website’s Hub (login required).

Orders cannot be placed until the Master Agreement, Acknowledgement of Responsibilities, iLEAD Hybrid Exploration Agreements (including the Vendor and Family Service Agreement), and

High Risk form (depending on the activity) are signed by the learner and parent/guardian. The learner's Individualized Learning Plan and Assignment Work Record (ILP/AWR) must reflect the academic plan addressing the core curriculum needs. Core curriculum must be in place prior to requesting supplemental and/or extracurricular materials/courses.

## **Enrichment Activities**

School events are announced via the Monday Message, email, and/or iLEAD Hybrid Exploration's social media accounts. For more information on upcoming events and activities, view the iLEAD Hybrid Exploration Events Calendar at: <https://ileadexploration.org/calendar-events/>

## SECTION 3:

# GENERAL OPERATIONS

General Contact and Information	
Phone	(657) 231-8220
Fax	(657) 231-8223
Email	info@iLEADexploration.org
Website	<a href="https://ileadexploration.org/">https://ileadexploration.org/</a>
2022-2023 Calendar	<a href="#">iLEAD Hybrid Exploration Academic Calendar</a>
Staff	<a href="https://ileadexploration.org/our-team/">https://ileadexploration.org/our-team/</a>

Department	Contact
Enrollment	(657) 231-8220 enrollment@iLEADexploration.org
High School	highschool@iLEADexploration.org
OC Learning Studio	(714) 273-5691 kendra.bailey@iLEADexploration.org
Student Support (SPED)	studentsupport@iLEADexploration.org

## Policies

iLEAD Hybrid Exploration is governed by a set of policies and procedures that are updated regularly. Visit [ileadexploration.org/about/our-governing-board/](https://ileadexploration.org/about/our-governing-board/) to review the policies and procedures.

## Transportation

iLEAD Hybrid Exploration does not provide transportation. Families provide their own transportation to and from the OC Studio and other school activities.

## SECTION 4:

# EXPECTATIONS

### Learner Expectations

Participation in iLEAD Hybrid Exploration's independent study program is voluntary. Learners of this school are expected to abide by the following:

- The terms as outlined in the Master Agreement.
- Completion of standards-aligned coursework as outlined in the Master Agreement, and as assigned by the credentialed teacher of record on the Individualized Learning Plan and Assignment Work Record (ILP/AWR).
- Daily engagement in subjects/courses outlined in the Master Agreement.
- Understanding their attendance is based on the completion of assigned work (time-value) and engaging in assigned educational activities on each day school is in session (daily engagement on learning log).
- To conduct themselves in a respectful, responsible, and safe manner at all iLEAD functions.
- To attend weekly check-ins with my educational facilitator.
- Know they have opportunities to attend live, synchronous instruction and daily live interaction, which are optional, but highly encouraged.
- To attend learning period meetings, virtually or in-person, with their educational facilitator and to demonstrate learning by showing the body of work as listed on the ILP/AWR.
- To attend all scheduled meetings, virtually or in-person, as determined by the learner's course of study and the school (special education services, tutoring, counseling, intervention, progress monitoring, EL, high school support, etc.)
- To request support from their educational facilitator, as needed.
- Completion of all required assessments that pertain to them and their grade level. This may include CAASPP state testing, MAP Growth benchmark testing, physical fitness testing (PFT), English language learner testing (ELPAC), math placement tests (for incoming freshmen only), and course assessments.
- To read, understand and agree to comply with all policies outlined in the Learner/Family Guidebook.

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. This process may include interventions, frequent check-ins, student success team meetings, and/or the implementation of an Inadequate Progress learner agreement for learners who are not meeting

program requirements as outlined on the Master Agreement.

The following concerns may warrant the use of an Inadequate Progress learner agreement to ensure the learner is not falling behind. The parent/guardian must be in attendance at these meetings.

#### **Procedures**

- Learner/parent/guardian fails to attend one learning period meeting
- Fails to complete at least 75% of work assigned for one learning period
- Accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator
- Learning log is not signed
- Insufficient daily student engagement

#### **Work Quality**

- Low-quality assignments
- In jeopardy of failing one or more classes
- Not making progress in a class
- Behind in a high school course guideline
- Plagiarism

## **Behavior Expectations**

iLEAD Hybrid Exploration offers group activities and socialization through field study events, service projects, webinars, workshops, the learning studio, and other academic or community events. School faculty will approach conflict resolution using age-appropriate strategies. Families and staff will work together to make decisions that are in the best interest of the learner. The following are examples of consequences that allow flexibility for individuals in varying situations.

- **Warning and reminder:** This may take place in or out of the learning environment.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of the learning environment.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult-created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **A disciplinary referral:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what the learner could have done differently, and what could be changed in the learning environment that could prevent the situation from happening again.
- **Suspension and parental/guardian supervision:** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.



## **SUSPENSION**

Rules of suspension and expulsion must follow due process mandates as stated below.

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact the parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the administrator. At the conference, the learner shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the administrator within fourteen (14) calendar days of the written notice of suspension. The administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under suspension shall have the right to make up all academic work missed. From the day the learner returns to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

## **EXPULSION**

- Only the school director can recommend expulsion. [EDN 48900]
- The school director may grant an extension of time. If granted, the administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such a learner is withdrawn, the expulsion process must continue to be followed to its conclusion.
- Only the governing board may make the decision to expel a learner. Following that decision:
  - The letter of expulsion is sent.
  - Within one (1) school day, the administrator shall notify the Registrar in writing of the decision to expel.
  - The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school administrator within fourteen (14)

calendar days of the written letter of expulsion. The administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

- **Emergency Removal:** The school administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an ongoing disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension, any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the suspension section of this Guidebook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance with the Expulsion section of this Guidebook.

## Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. For state testing, iLEAD Hybrid Exploration provides testing facilities in numerous locations where credentialed teachers are present to proctor the testing. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- Mathematics Placement Test (MAP Growth): For Grade 9 learners new to the school
- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring
- CAST Science (California Science Test): Grades 5, 8, and a high school grade level (as determined each year) in the spring
- Physical Fitness Test: Grades 5, 7, and 9 during the second semester
- MAP (Measures of Academic Progress) Growth Test\*: Grades TK-12 in the fall and spring

*\*Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. Refusal to participate will result in limited choices of instructional funds.*

## Academic Dishonesty

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet, and/or

a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

### **Plagiarism**

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will include one or more of the following:

- The instructional staff must report and document any instances of academic dishonesty.
- The learner will receive a failing grade for the assignment, project, or test.
- The learner will be required to complete plagiarism intervention training and attend meetings with administrators, counselors, and/or teachers, as needed.
- Repeated offenses will result in a failing grade for the course.

### **Liability**

Parents/Guardians are liable for all damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned.

If a student commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, the parent/guardian may be required to attend a portion of a day in their child's studio classroom. [EC48900.1]

### **Electronic Nicotine Delivery Systems (E-Cigarettes)**

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property, school events, and/or school vehicles at all times. ENDS are often made to look like cigarettes, cigars, and pipes, but can also be made to look like everyday items such as pens, asthma inhalers, and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

## **Tobacco-Free Campus/Studio**

The use of tobacco and nicotine products is prohibited on school grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

## **Student Search**

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

## **Release of Learner to Peace Officer**

If an iLEAD Hybrid Exploration official releases a learner from school to a peace officer for the purpose of removing the learner from the school premises, the school official shall take immediate steps to notify the parent/guardian or a responsible relative of the learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

## **Parent/Guardian Expectations**

Participation in the independent study program is voluntary. The parent/guardian will work in partnership with the educational facilitator throughout the year. Parents/Guardians are expected to abide by the following:

- To support the completion and progress towards standards-aligned coursework as assigned by the credentialed facilitator of record.
- Daily monitoring of assigned work and engagement in subjects/courses outlined in the Master Agreement.
- Understanding learner's attendance is based on the completion of assigned work (time-value) and engaging in assigned educational activities on each day school is in session (daily engagement on learning log).
- Submit learner work timely with completed learning log at learning period end.
- Effective communication with my educational facilitator including course planning, learner progress, submission of work samples, learner attendance, collaboration on the individualized learning plan and assignment work record (ILP/AWR), and attendance at required meetings.

- Learners will have weekly check-ins with their educational facilitator.
- Learners are highly encouraged to participate in offerings of live, synchronous instruction and daily live interaction, which are optional.
- To conduct myself in a respectful, responsible, and safe manner at all iLEAD functions.
- To provide transportation to the learner's scheduled meetings and school assessments.
- To attend learning period meetings, virtually or in person, at a mutually agreed upon time and date.
- Ensure learner completion of all required assessments that pertain to the learner and grade level. This may include CAASPP state testing, MAP benchmark testing, physical fitness testing (PFT), English language learner testing (ELPAC), math placement tests (for incoming freshmen only), and course assessments.
- To read, understand, and agree to comply with all policies outlined in the family guidebook.
- Upon disenrollment, withdrawal, or the designated due date, all school-purchased, non-consumable materials will be returned to iLEAD. If any materials are damaged or lost, I may be required to pay the full replacement costs of such items.

## SECTION 5:

# LEARNING PERIOD EXPECTATIONS

### Individualized Learning Plan and Assignment Work Record

The Individualized Learning Plan and Assignment Work Record (ILP/AWR) lists assignments and activities that must be completed by the learner during each learning period. The EF ensures that the assignments and activities support grade-level content standards and social-emotional learning. The ILP/AWR also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The ILP/AWR is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the ILP/AWR in collaboration with the learner and family. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the ILP/AWR, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement. Curriculum purchased with instructional funds and assigned by the teacher of record on the ILP/AWR must be accessible to the teacher for planning purposes and to monitor progress.

The ILP/AWR reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

- Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- Time Value:** The assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines.  
<https://www.cde.ca.gov/fg/aa/pa/instructionaltime/table.asp>

## Learning Period Meetings

Learners must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check-ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will work in collaboration with the family to assign work for the next learning period meeting. Should an emergency arise, the parent/guardian should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD Hybrid Exploration's independent study program.

## Monthly Work Samples

At the learning period meeting, learners will discuss and show the body of work assigned in the ILP/AWR by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the ILP/AWR.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
  - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.

If the educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the educational facilitator may assign additional work or ask the

learner to revise what they have already submitted.

## Learning Log

Parents/Guardians must sign a monthly learning log confirming learner engagement in educational activities on school days. Parents/Guardians will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
<b>LP1</b>	09/16/22	<b>LP6</b>	03/10/23
<b>LP2</b>	10/21/22	<b>LP7</b>	04/07/23
<b>LP3</b>	11/18/22	<b>LP8</b>	05/12/23
<b>LP4</b>	12/16/22	<b>LP9</b>	06/09/23
<b>LP5</b>	02/10/23		

## Synchronous Instruction and Daily Live Interaction

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight, and at-least weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional, but highly encouraged for learners. Attending the weekly check-in with the facilitator is another opportunity to engage with the teacher of record each week. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.



## SECTION 6:

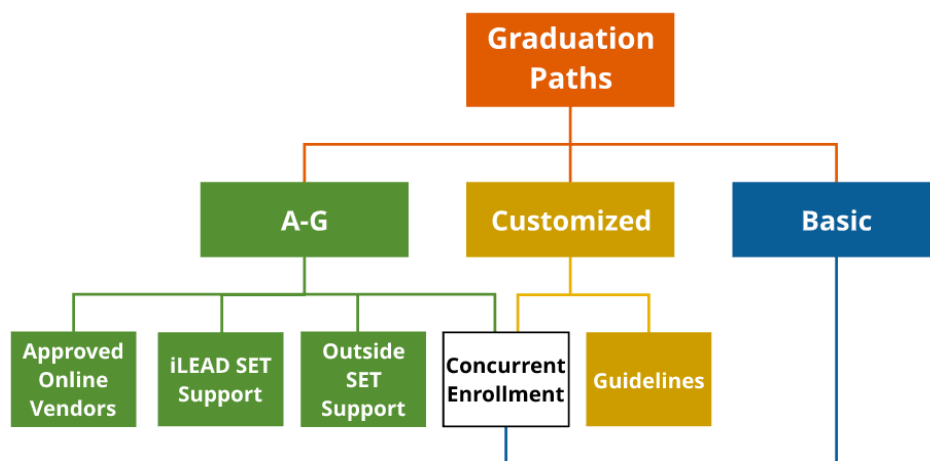
# HIGH SCHOOL

### General Overview

iLEAD Hybrid Exploration is a strong proponent of personalized learning and the development of 21st century skills to pursue lifelong endeavors. The high school program enables families to work closely alongside a state-certified teacher (educational facilitator) to determine the high school path that best aligns with each learner's academic and vocational goals. All of the high school paths are WASC accredited under iLEAD Hybrid Exploration's official school name, iLEAD Hybrid (<http://directory.acswasc.org/>). Instructional funds are designated to support the specific courses listed on the learner's Master Agreement.

### Graduation Paths

There are several paths to fulfill graduation requirements. A collaborative effort between the learner, family, facilitator, and high school counselor will direct, support, and encourage the learner on their graduation path.



#### A-G Path

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who plan to directly attend a University of California (UC) or California State University (CSU) are required to complete these specific [UC Admissions Requirements](#) during their high school experience. This track requires 240 credits to graduate.

#### Customized Path

The customized graduation path offers increased flexibility and options for learners who are looking for a more individualized high school experience and path to future college and career goals. This path requires a minimum of 210 credits to graduate.

#### Basic Path

Learners in special circumstances may qualify for reduced graduation requirements on the basic

graduation path. This path requires 180 credits to graduate and must have administrative approval.

### **Exemptions**

Under Ed. Code 51225.1, the following learners may be exempted from iLEAD Hybrid's graduation requirements under specific circumstances:

- Foster Youth
- Homeless Youth
- Former Juvenile Court Youth
- Children of Military Families
- Migrant Youth
- Newcomer Youth

Should a learner in one of the above groups meet the requirements under EC 51225.1, school counselors will work with the learner who will either choose to:

- Complete a 5th year at iLEAD Hybrid in order to meet iLEAD Hybrid diploma requirements, OR
- Complete the iLEAD Hybrid Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

### **Biliteracy Seal**

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school learners who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

### **Certificate of Completion**

Learners with modified curriculum as indicated on their IEP may be placed on the Certificate of Completion path. This path does not result in a high school diploma as learners work towards their IEP goals, not the state graduation requirements. Learners on the Certificate of Completion path may be enrolled until the age of 22.

### **Golden State Seal**

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas. Learners who are eligible for the GSSMD will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

## Graduation Requirements

Subject	A-G	Customized
<b>Social Studies</b>	<b>A)</b> 3 years (30 credits) <input type="checkbox"/> World History <input type="checkbox"/> U.S. History <input type="checkbox"/> American Government (1 semester) <input type="checkbox"/> Economics (1 semester)	3 years (30 credits) <input type="checkbox"/> World History <input type="checkbox"/> U.S. History <input type="checkbox"/> American Government (1 semester) <input type="checkbox"/> Economics (1 semester)
<b>English</b>	<b>B)</b> 4 years (40 credits)	4 years (40 credits)
<b>Mathematics</b>	<b>C)</b> 3 years (30 credits) <input type="checkbox"/> Algebra required <input type="checkbox"/> Integrated Math 2 or Geometry required to be one of the three years	2 years (20 credits) <input type="checkbox"/> Algebra required
<b>Science</b>	<b>D)</b> 2 years/3 recommended (20 credits) <input type="checkbox"/> Biological Science (with lab) <input type="checkbox"/> Physical Science (with lab)	2 years (20 credits) <input type="checkbox"/> Biological Science (lab recommended) <input type="checkbox"/> Physical Science
<b>World Language</b>	<b>E)</b> 2 years/3 recommended- must be same language (20 credits)	1 year (10 credits)
<b>Visual and Performing Arts</b>	<b>F)</b> 1 year - same VAPA for one full year (10 credits) <b>VAPA Options:</b> dance, music, drama/theater, visual arts	1 year (10 credits) VAPA or Career Technical Education
<b>Physical Education</b>	2 years (20 credits)	2 years (20 credits)
<b>Electives</b>	<b>G)</b> A-G Elective (10 credits) + Various Courses (60 credits)	Various Electives (60 credits)
<b>Credits</b>	<b>Minimum 240 credits to graduate</b>	<b>Minimum of 210 credits to graduate</b>

## A-G (UC/CSU)

UC Doorways defines the A-G path as a series of high school requirements that learners must complete (with a grade of C or better) to be considered for admission to the UC/CSU system. The A-G track requires 240 credits to graduate.

- A. **History/Social Science ("A")** – *Two years*, including one year of world history (cultures and historical geography) and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. **Please note:** The state of California mandates three years of history to fulfill graduation requirements.
- B. **English ("B")** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- C. **Mathematics ("C")** – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- D. **Laboratory Science ("D")** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- E. **Language Other Than English ("E")** – *Two years* of the same language other than English or equivalent to the second level of high school instruction.
- F. **Visual and Performing Arts ("F")** – *One year* chosen from dance, music, theater or the visual arts.
- G. **College-Preparatory Elective ("G")** – *One year* chosen from the "A-F" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

More information on the A-G requirements can be found on the [University of California website](#). A-G courses are approved by the UC system. A list of iLEAD Hybrid's currently approved A-G courses may be found in [UC Doorways](#).

The UC-CSU Comparison of Minimum Eligibility Requirements for Freshmen can be viewed on their website:

<http://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf>

iLEAD Hybrid Exploration offers several options for satisfying A-G requirements.

1. **Approved Online Vendors:** Approved online vendors offer a wide range of courses with teacher support allowing learners to specialize in their areas of interest. If an online A-G vendor offers AP courses with teacher support, those classes are accessible to iLEAD learners as well.
2. **A-G iLEAD Support:** Learners may earn A-G credit by utilizing iLEAD Hybrid approved A-G outlines under the supervision of a Subject Expert Teacher (SET). Learners use resources approved by the SET that include rigorous high school level curriculum and approved

vendors to fulfill the Hybrid outline. The SET will partner with the educational facilitator to monitor and grade assignments, and offer subject specific support for a course. SET support is \$50 per semester per course; there is an additional material fee.

3. **A-G Outside Support:** Learners have the option to receive A-G credit using the support of a teacher or tutor who meets the SET requirements, has been pre-approved, and is willing to serve as a SET on behalf of the learner. The learner follows the Hybrid outline while working with the teacher or tutor. The SET supervises the learner's coursework along with the learner's EF.
4. **Community College Enrollment:** Many learners choose to take UC transferable community college courses to fulfill A-G requirements. Refer to the Registering for College Courses section for additional information.

## Customized

Learners who choose customized instruction follow a flexible plan that is developed with the parent/guardian and educational facilitator. The customized option includes a variety of instructional opportunities to support the learner's passions and goals including courses designed and taken online, at home, through a learning center or community college, and/or a blend of all of the above. This path requires 210 credits to graduate.

### Guidelines

Course guidelines are available for core subjects and most electives. Quality presentations of learning such as writing samples, projects, graded tests, and assignments must all demonstrate mastery of material and will be used to evaluate progress for course credit.

When an elective course guideline is not available, the family must work with the EF to create a proposed guideline and submit it to the high school team for approval. Proposed guidelines may be generated from a curriculum's table of contents, a course syllabus, or other outline. Weekly work expectations for a proposed course should encompass around 5 hours for core subjects and 3-5 hours for electives.

## Career and Technical Education (CTE)

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirements through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a three-year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and

the workforce. CTE programs will offer additional college and career counseling, industry certification opportunities, extra curricular leadership opportunities, and work-based learning and internship experiences through each course in the 3-year pathway.

The following Career and Technical Education pathways are available for the 2022-2023 school year. Additional offerings may be available through the local community college. Contact [cte@ileadexploration.org](mailto:cte@ileadexploration.org) for more information.

- Education, Child Development, & Family Services Pathway
- Marketing, Sales, & Services Sector Pathway
- Health Science and Medical Technology
- Media and Design Arts Pathway
- Production & Managerial Arts Pathway

## High School Resources

### A-G Course List on UC Doorways

All A-G courses offered by approved online vendors/publishers which offer teacher support are available to iLEAD learners. Search available approved vendors here:

<https://hs-articulation.ucop.edu/agcourselist/publisher-directory>.

### A-G Course List Through iLEAD

The approved A-G courses available using iLEAD SET support are listed on the [iLEAD Hybrid Exploration website](#) in the high school section.

### College and Career Planning Online Tools

iLEAD has partnered with Scoir and YouScience for college and career planning. High school learners will receive invitations to the accounts through their iLEAD Hybrid Exploration email.

- **Scoir:** Scoir is a college search and exploration tool that allows learners to find and connect with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions.
- **YouScience:** YouScience uses assessments to uncover a learner's natural talents and combines those measures with their interests. Learners can explore their aptitudes, review personalized career matches, and develop language to better highlight their strengths in interviews and resumes.
- **School Email Address:** iLEAD Hybrid Exploration provides a school email address (@ileadexploration.org) for all learners. It is important that high school learners log into their school email to receive communications regarding Scoir and YouScience. Refer to the Technology Section for more information on Google Suite for Education.

## **College Board**

For college-bound learners, it is highly recommended they create an account on [www.collegeboard.org](http://www.collegeboard.org) early in their high school career. This keeps the learner informed of important testing dates and registration deadlines for college tests (including SAT, AP Exams, and CLEP). Learners can find free PSAT/SAT practice exams and AP practice questions on the College Board website.

## **Curriculum and Vendors**

iLEAD provides an extensive variety of curriculum options through their list of approved vendors. The EF will work with the high school team to best support each learner's educational journey and learning style. Curriculum and vendor options are selected to support the coursework as listed on the learner's Master Agreement.

## **Customized Course List**

The list of customized courses is available on the [iLEAD Hybrid Exploration website](#) in the high school section and provides a wide range of approved courses to explore. If a course is not listed, the family should work with the educational facilitator for course approval.

## **High School Newsletter**

iLEAD publishes a monthly digital newsletter that includes regular updates targeting the high school community, academic courses, college/career preparation, and important dates. Past newsletters can be viewed on the Hub in the high school section of the website. Email [highschool@ileadexploration.org](mailto:highschool@ileadexploration.org) to request to be added to the mailing list.

# **High School Advisement**

## **High School Team**

Educational facilitators are trained to answer general high school questions and provide curriculum recommendations. iLEAD also has a high school team of subject expert teachers, a high school coordinator, a college advisor, and academic counselors who work together to support families as they navigate high school requirements and general college questions.

## **Academic Counselors**

The academic counselors serve high school learners in the areas of academic, career, and college advisement. The counselors partner with the EF, learner, and family to guide course selection and ensure the completion of all graduation requirements in alignment with future college and career goals. The academic counselors are available to conduct regular graduation checks and provide necessary support to prepare learners for life after graduation.

### **College Advisor**

The college advisor provides support through the senior application season and is available for all students who wish to attend college after graduation. The advisor offers suggestions regarding college list development, course selection, extracurricular involvement, testing options, and more.

### **High School Coordinator**

The high school coordinator advises families and facilitators on high school policies and program options. The coordinator leads the high school team overseeing SET courses, webinars, AP exams, club advisors, and other high school events.

For contact information, please view the high school contact section of this guidebook.

## **High School Learning Period Meetings**

As learning period expectations are consistent across all grade levels, please navigate to [Section 5: Learning Period Expectations](#) of this Guidebook to view the guidelines.

### **High School Work Samples**

The educational facilitator will review the body of work at the learning period meeting to ensure the learner is progressing through each course listed on the Master Agreement. Upon reviewing the body of work at each learning period meeting, the educational facilitator will collect work samples per course listed on the Master Agreement.

Examples of assignments incorporated on the ILP/AWR may include:

- Essays and writing (creative, narrative, research, poetry, core content areas, etc.)
- Assignments from curriculum/textbooks
- Projects that demonstrate learning (slideshows, websites, blogs, infographics, videos, etc.)
- Photos of projects created that include a detailed explanation of the learning
- Lab write ups of science experiments with photos demonstrating the steps of the experiment
- Assessments, quizzes, tests
- Speeches and presentations of learning

If the educational facilitator determines additional work is needed to demonstrate progress and learning in specific areas, the educational facilitator may request that the learner provide additional assignments or revise what they have already submitted.



## High School Policies and Procedures

### Add/Drop Deadlines

Using the following guidelines, learners may drop a class and/or add a replacement class:

DEADLINES		
	Fall 2022	Spring 2023
Add	9/16/2022	2/10/2023
Drop without a "W"	9/16/2022	2/10/2023
Drop with a "W"	9/30/2022	02/24/2023
Drop with a "WP" or "WF" (Withdrawal Pass, Withdrawal Fail)	10/28/2022	03/24/2023

### AP Courses

AP courses are assigned weighted grades and must be taken from online AP course providers with teacher support and are subject to approval. It is not required to enroll in AP courses in order to take AP exams. It is the learner's responsibility to register for AP exams. View the College Testing section of this guidebook for details regarding college testing with iLEAD. Eligible high school learners may receive financial assistance to cover the costs of the Advanced Placement examination fees. Contact [highschool@ileadexploration.org](mailto:highschool@ileadexploration.org) for information.

Visit the College Board website for more information:

<https://apcentral.collegeboard.org/courses/exam-dates-and-fees>

### Cal Grant Program - EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 learner's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A learner, or the parent/guardian of a learner under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the learner's GPA. Until a learner turns 18 years of age, only the parent/guardian may opt out the

student. Once a student turns 18 years of age, only they may opt out and/or can opt in if the parent/guardian had previously decided to opt out the learner. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all learners and their parents/guardians by January 1 of the learners' 11th grade year.

### **California High School Proficiency Exam**

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible learners who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A learner who receives a Certificate of Proficiency may, with verified approval from the parent/guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Learners planning to continue their studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A learner is eligible to take the CHSPE only if they meet one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

### **Course Acceleration**

A learner who wants to complete an A/B series in one semester would be accelerating their course work. This is permitted under special circumstances, however, course extensions will not be granted for acceleration. If a learner is unable to complete a section(s) before the end of the semester, the learner will incur a failing grade. EFs and parents/guardians need to consider the learner's readiness to complete a year's worth of work in a single semester. Semester A must be completed in the first half of the semester and semester B must be completed in the latter half of the semester. The ILP/AWR assignments must reflect the full year's content. A final exam/project is required per semester course.

### **Course Extensions**

Course extensions of up to 10 school days may be granted by the academic counselor. If the learner does not complete the course within the time period allotted, the actual grade earned for the coursework completed (points earned/points possible) will appear on the learner's transcript. Learners who do not complete a course by the end of the semester are eligible for a course extension under the following conditions:

- A documented illness has interrupted the learner's work for more than two weeks during

the course of the semester.

- Unavoidable family responsibilities have interrupted the learner's work for more than two weeks during the course of the semester and the learner has missed no more than two (2) weekly check-ins with the learner's facilitator and the learner has attempted at least 60% of the total points possible in the course.

The parent/guardian or learner (if over the age of 18) must notify their EF in writing for a course extension two weeks before the end of the semester to initiate the extension request process and discuss the timeline for completion. The academic counselor will make the final decision on whether or not to grant the learner a course extension.

### **Course Load**

In order to fulfill the credits necessary for graduation, it is recommended that learners take six courses each semester. Learners must be enrolled in a minimum of four courses through iLEAD Hybrid Exploration per semester. Prior approval is necessary for more than seven courses listed per semester on the Master Agreement.

### **Early Graduation**

A learner may graduate early once graduation requirements are fulfilled. If a learner is interested in graduating prior to the end of senior year, this option must be discussed as early as possible with the educational facilitator and academic counselor to ensure that all required courses are completed by the desired graduation date.

### **Educational Equity: Immigration and Citizenship Status**

The Equity in Higher Education Act states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyle, equal rights, and opportunities be equitable. Additionally, the opportunity to apply for financial aid for higher education must also be equitable. An application may not be denied to a learner based on their immigration status. This does not guarantee any final eligibility, but simply provides an ability to apply for financial aid just like any other learner, without discrimination.

### **Education of Homeless Youth: Right to Apply for Financial Aid**

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families: iLEAD Exploration Family Liaison - Luisa Cook, [luisa.cook@ileadexploration.org](mailto:luisa.cook@ileadexploration.org). Contact Luisa Cook or [info@ileadexploration.org](mailto:info@ileadexploration.org) for more information on services and policies related to homeless education rights.

### **Entertainment Permit**

An application for permission to work in the entertainment industry is conditional upon

satisfactory school attendance and academic performance. To request permission, download the [DLSE-277](#) form and complete the personal information but do not sign until the approved form is returned in the mail. Forward the form to the educational facilitator. Once verified, the form will be signed and mailed to the learner's home within 2-3 business days. Please sign the form and return it to the Labor Commissioner. Please note that the High School Team maintains the right to withdraw work permits based on academic standing or violation of school policy.

### **Federal Student Aid - EC 51225.8**

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information will be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. FAFSA instructions are communicated to all enrolled juniors through email and the high school newsletter. Additionally, learners enrolled in the College Exploration course receive direct guidance. Family information sessions are available in the fall once the FAFSA application opens.

### **Grade Appeals**

Grade appeals must be requested within two weeks after the issuance of report cards. The learner (or parent/guardian if under age 18) wishing to appeal a final grade in a course must submit a written grade appeal request to their EF and [highschool@ileadexploration.org](mailto:highschool@ileadexploration.org). The learner will be required to resubmit any assignments where reevaluation is requested. The EF will respond to the learner's questions in writing. If the learner/guardian is not satisfied, they may request an evaluation of the identified course grades by the high school team. The high school team's decision is considered final.

### **Grading Scale**

Assignments will be reviewed and evaluated by the educational facilitator and/or an assigned Subject Expert Teacher (SET). Report card grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress and understanding of the course content as demonstrated through the body of work. In addition to academic progress, incomplete or missing assignments will also affect the learner's grades.

GRADE SCALE			
Letter Grade	Standard GPA	Honors/AP GPA	College Credit Courses
A	4.0	5.0	5.0
B	3.0	4.0	4.0
C	2.0	3.0	3.0
D	1.0	N/A	N/A
F	0.0	N/A	N/A

## **Graduation**

iLEAD offers an end-of-the-year graduation ceremony for all graduates who have completed the diploma or Certificate of Completion course requirements. Friends and family members are invited to participate.

## **High Schoolers Age 18+ College Credit Courses**

To remain enrolled at iLEAD Hybrid Exploration, learners turning 18 who attend community college courses must continue to submit special admit forms to obtain signatures prior to registration. It is the learner's responsibility to obtain the special admit form directly from the community college.

## **High Schoolers Age 18+ Privacy Policy**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records until they are age 18. For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **Honors Courses**

Honors courses are approved on a case-by-case basis and are designated as honors level based upon a course syllabus showing increased academic rigor. Honors courses are assigned weighted grades. For UC A-G credit, honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as "honors" are not eligible for the UC honors designation.

## **Incomplete Grade**

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension prior to the end of the semester. This grade may be updated to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame.

## **Master Agreement**

The state requires independent study programs to create a detailed course agreement between the learner, parent/guardian, and the educational facilitator. This agreement is called the Master Agreement, and it must be completed and signed by the credentialed teacher, parent/guardian, and learner at the beginning of the year or on the learner's start date (if transferring to iLEAD after the school year has started). The Master Agreement will list all courses for the academic school year for each learner. All learners enrolled in grades 9th-12th must be enrolled in a

minimum of four classes with the school to maintain full time enrollment. Instructional funds are only allocated for courses listed on the Master Agreement.

### **Master Agreement Addendum**

In specific instances, such as a course change, a Master Agreement addendum must be signed by the educational facilitator, learner, and parent/guardian in order to reflect the change.

### **Math Placement**

In compliance with board policy, all incoming freshmen are required to take a math placement exam to determine appropriate high school math courses. The Measure of Academic Placement Growth Test (MAP) will be used as the primary math placement assessment tool (calculators are not permitted). The test may be administered during the spring of 8th grade year or prior to the end of Learning Period 1 during the fall.

### **Middle School Learners Seeking High School Credit**

Learners who show readiness for high school level material may take high school level courses during middle school. This option is primarily reserved for 8th graders and is permitted in math or foreign language courses only. If a learner chooses to follow the high school guidelines and requirements for those courses each LP, then the course title will be reflected on the learner's high school transcript with 0 credits. Only courses taken after July 1 of the learner's freshman year will be considered for graduation credit, including community college courses. Some high schools will not recognize classes taken early for credit so this should be considered if the learner might transfer to a brick and mortar campus at some point during high school. Courses taken must be rigorous enough to ensure that the learner will be successful in the next level placement upon entering high school.

### **Mid-Year Transfer Learners**

There are additional challenges for a learner when enrolling mid-year. To ensure a seamless transition, the school highly recommends incoming learners remain enrolled in the same courses from their previous school whenever possible.

### **Plagiarism**

Exploration takes plagiarism seriously. EFs and SETs utilize online programs to determine if submitted writing contains any plagiarized material. Refer to Section 4 under Academic Dishonesty for information on iLEAD's Academic Dishonesty policy.

### **Transcripts**

- **PSA/Private:** Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners must submit a portfolio and/or work samples to verify previously

completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.

- **Transfer:** Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.
- **Requests:** Transcript requests (unofficial and official) can be made on the iLEAD Hybrid Exploration website under the Contact section.
- **College Credit Courses:** Learners must request official transcripts from the college for final grade assignments when they participate in community college course enrollment. Learners are assigned an incomplete grade until the official transcript is received from the community college.

## Truancy and Compliance

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. Refer to Section 5 of this guidebook for iLEAD's truancy policy.

## Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school-issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC\$49130). Download the B1-1 Form from the [CDE website](#) and have the employer complete the workplace information. Return the signed form to the educational facilitator. The EF will forward it to the iLEAD registrar who will verify the documented information and mail the official work permit to the learner's home address within 2-3 business days. Please note that the High School Team maintains the right to withdraw work permits based on academic standing or violation of school policy.

## College Testing

### iLEAD Hybrid School Code: 054846

Learners taking college entrance exams through College Board or ACT will be asked to report their school's code. Learners should have this code (054846) on hand for testing and college applications.

## PSAT/NMSQT

All sophomore and junior learners are encouraged to take the PSAT/NMSQT exam which is offered in early October. The PSAT/NMSQT exam tests knowledge in reading, writing, language, and math and is a practice test for the SAT. When taken during the junior year, the PSAT/NMSQT is the qualifying exam for the National Merit Scholarship. Visit [College Board PSAT/NMSQT](#) for more information.



## **SAT/ACT**

Learners interested in attending a four year university may wish to take the Scholastic Aptitude Test (SAT) or American College Test (ACT) during their junior or early in their senior year. Both of these exams are offered in the fall and spring each year at national test centers. Registration is available through [College Board \(SAT\)](#) or [ACT Test Center](#) websites.

University of California (UC) and California State University (CSU) schools no longer accept the SAT or ACT for admission. Learners pursuing public universities outside of California, private universities, or international universities should research testing policies of the schools where they want to apply.

## **CLEP**

CLEP exams help learners receive college credit for content that has been mastered in a particular subject area. Not all colleges recognize CLEP exams for college credit, so it is important to check the college admissions handbook prior to pursuing this option.

Additionally, colleges may place a limit on the total amount of credit a learner can earn through CLEP, or may only grant exemptions to specific courses but not award credit toward a degree. For further information, please visit: <https://clep.collegeboard.org>

## **Advanced Placement (AP) Courses**

AP courses are available at iLEAD Hybrid Exploration only through online vendors who offer those courses with teacher support. Colleges may provide transfer or exemption credit based on a minimum passing score determined by each individual college. Review the AP credit policy at the prospective college/university for further information.

## **Advanced Placement (AP) Exams**

iLEAD Hybrid offers a number of AP exams in the spring at the OC Learning Studio in Costa Mesa. Registration and full payment are required in the fall and deadlines will be communicated with families through their facilitator and the high school newsletter.

## **National Recognition and Scholarships**

National recognition programs award honors to underrepresented students. African American, Hispanic, Indigenous learners who score in the top 10% of PSAT/NMSQT or have qualifying scores on AP exams may be eligible for scholarship opportunities. Visit [College Board](#) for more information.

## **College Board Services for Students with Disabilities (SSD)**

Learners with an IEP or 504 plan may qualify for accommodations through the College Board or the ACT. Approval can take up to two months to process. To initiate the application process, contact [highschool@ileadexploration.org](mailto:highschool@ileadexploration.org).



## College Credit Courses

College credit courses are a popular option for learners on both A-G and customized paths. Most semester-long college courses fulfill a year's worth of high school credit. While learners in all high school grades are allowed to register for community college courses, it is important that a learner is socially, emotionally, and academically ready for the rigor and content of college level classes. College credit courses will not count toward the four minimum courses required to remain enrolled in iLEAD, but can count as high school credit toward graduation.

### Registering for College Courses

Families are responsible for registering for courses on their own and paying for all college fees, course material fees, and requests for transcripts. Colleges require signatures from high school officials before learners are permitted to register. The Special Admit form must be submitted directly to facilitators and the signed form will be emailed to families within 1-3 days. The California Department of Education limits the number of courses taken by a high school learner to 5 units over summer and 11 units during the regular fall/spring terms. Check the local community college for their specific policy. Courses taken through college credit courses are listed on permanent college transcripts.

### Credit Evaluation

All college courses will be evaluated by the academic counselor to determine high school credit. College courses worth a minimum of 3 or more units generally receive 10 credits toward graduation requirements when a C or above is earned. Foreign language courses may be equivalent to 2 years of high school foreign language credit if they are listed that way in the college's catalog. College courses taken prior to 9th grade are not eligible for high school graduation credit, but may fulfill UC/CSU admission requirements. It is the learner's responsibility to be aware of the college add/drop dates.

### Grade Evaluations

The grade earned in the course by the professor will be the same grade issued on the high school transcript. Facilitators will issue an incomplete grade at the end of the semester until official college transcripts are received.

## Transcripts

Upon course completion, official transcripts must be requested and sent to iLEAD Hybrid.

- Please request e-transcripts to be sent directly to iLEAD Hybrid/Exploration (enrollment@ileadexploration.org)
- For paper transcripts, please have the college forward official sealed transcripts to iLEAD's address upon course completion each semester:

iLEAD Hybrid Exploration  
ATTN: Registrar  
3843 S. Bristol Street #616  
Santa Ana, CA 92704

## High School Activities

### Field Studies and Meet-Ups

iLEAD Hybrid Exploration offers field studies and meet-ups throughout the year. While field studies typically appeal to a variety of grades and ages, some are specifically coordinated for high school learners. Families may view and register for these learning opportunities on the Hub of iLEAD Hybrid Exploration's website. The Monday Message provides information about how to register for upcoming field studies, and an email with instructions is sent prior to each release date.

### Service Projects

iLEAD Hybrid Exploration periodically provides service projects for learners to earn volunteer hours. To view and register for service opportunities, visit the Hub.

### Clubs

Our school offers leadership opportunities through the Associated Student Body (ASB) and National Honors Society (NHS). In addition, learners can join clubs that are open to all high school learners which focus on specific interests and meet monthly throughout the year. Facilitators sponsor clubs and oversee planning activities and services.

### Graduation Ceremony

Each year, iLEAD Hybrid Exploration plans and hosts a graduation ceremony for high schoolers. This event celebrates each learner's hard work and achievements throughout their high school career.

## High School Contacts

The educational facilitator is the first point of contact regarding all high school inquiries and will connect the family with a high school team member as necessary.

### High School Coordinator

Questions regarding college credit courses or general high school questions may be sent to the high school coordinator.

Lisa Rittenhouse

Email: [highschool@ileadexploration.org](mailto:highschool@ileadexploration.org)

### Academic Counselor

High school advisement, transcript, or graduation requirement questions may be forwarded to the academic counselors.

Bethany Maddox (Learner last names A-K)

Email: [bethany.maddox@ileadexploration.org](mailto:bethany.maddox@ileadexploration.org)

Schedule a Meeting: <https://calendly.com/bethanymaddox>

Heather Fecoratta (Learner last names L-Z)

Email: [heather.fecoratta@ileadexploration.org](mailto:heather.fecoratta@ileadexploration.org)

Schedule a Meeting: <https://calendly.com/heather-fecarotta>

### College Advisor

College planning and admissions questions may be forwarded to the high school college advisor.

Laura Kazan

Email: [laura.kazan@ileadexploration.org](mailto:laura.kazan@ileadexploration.org)

Schedule a Meeting: <https://calendly.com/ilead-collegeplanning/>

### General Questions

Send high school specific questions to the general email at [highschool@ileadexploration.org](mailto:highschool@ileadexploration.org).

## SECTION 7:

# TECHNOLOGY

## Learner Google Workspace for Education Account

iLEAD Hybrid Exploration offers learners a digital learning environment that allows educational facilitators and learners to engage, share, and participate in a collaborative learning community. Through Google Workspace for Education, learners will have access to online classrooms, an email account (restricted to internal communications only for learners under 13), and Google Drive (documents, spreadsheets, presentations, forms, and drawings).

Email accounts allow learners and educational facilitators to communicate and collaborate in a safe and structured manner while also providing access to online subscriptions and many web-based educational tools to create stories, concept maps, edit videos, and develop visual presentations. The use of Google Workspace for Education represents a very important step towards developing a 21st Century approach to curriculum and learning. These tools will support the high levels of communication, collaboration, and creativity required in today's classroom while preparing students for the skills they're going to need in the future.

### **What is included in the digital learning environment?**

- Google Workspace for Education (Documents, Spreadsheets, Presentations, Calendar, Sites, Forms, Drawings, Classroom).
- Learners will be able to send and receive messages within iLEAD Schools and to/from administration-approved educational services (they will not have external email access if they are under the age of 13).
- In compliance with CIPA Guidelines, spam and content filtering are configured for all grade levels.

### **Parent/Guardian Involvement and Student Expectations**

While the school does not provide accounts to parents/guardians, families are highly encouraged to explore G Suite Apps with each learner by logging in together. Learners can log in to their account via any web browser.

Learners should consider their school account as an extension of the classroom, subject to the same rules of respect and courtesy that are expected in school. Parents/Guardians are encouraged to support the discussions facilitators are having with their children, by talking about online manners and safety.

### **Safe and Secure Environment**

iLEAD takes the security and privacy of student information very seriously. iLEAD's Google Workspace for Education complies with legal requirements for safety and security under the

Child Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), and the Family Educational Rights and Privacy Act (FERPA). Click here to read Google Workspace for Education's Privacy Notice: [https://workspace.google.com/terms/education\\_privacy.html](https://workspace.google.com/terms/education_privacy.html)

### **Opting-out of Google Workspace for Education Accounts**

Parents/Guardians may opt learners out of digital technology use at any time and for any reason. Parents/Guardians with concerns about learners having a Google Workspace for Education account should contact their educational facilitator to discuss specific examples of how this learning environment will be used and the alternatives the program offers to web-based instructional and collaborative tools. Parents/Guardians who wish to opt learners out of this account must complete an opt-out form: <https://form.jotform.com/202046825293151>

## **Ordering Technology with Instructional Funds**

Technology items can be purchased with instructional funds. Learners are allowed to have a maximum of one iLEAD Hybrid Exploration device (Laptop, iPad, or Chromebook) at a time. Families should be aware of the potential benefits and risks that come with technology use. Refer to the [Ordering Handbook](#) on the Hub of iLEAD Hybrid Exploration's website for further information on purchasing electronics.

### **Device Usage**

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home may be restricted or eliminated. An [Equipment and Technology agreement form](#) must be signed before the EF can place the technology order.

#### **I. Hardware and Software**

##### **A. In the box**

- Computer/Electronic Device
- Power supply

##### **B. On the device**

- Operating System software

##### **C. Backup and file storage**

- Files are not backed up.
- Computers: Learners need to keep 1/3 of the hard drive space free at all times for optimal operation.

##### **D. Software support**

- First avenue of support – Application's help system (online, email, in person)
- Second avenue of support – Google
- Third avenue of support – iLEAD Tech Support

## II. Learner and Parent/Guardian Responsibilities

By allowing learners to use a school-owned electronic device at home, families assume some risk. Parents/Guardians will be responsible for making sure repairs are done and paid for (beyond warranty) or replacement is made in the event of theft, loss or damage due to intentional or unintentional abuse or misuse.

### A. Handling and care of the device

- Keep the electronic device in a protective case.
- Use the electronic device on a flat, stable surface.
- Do not set books on top of the electronic device.
- Avoid carrying the electronic device with the screen open.
- Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
- Do not pick up the electronic device by the screen.
- Do not have food or drink around the electronic device.
- Cleaning – wipe surfaces with a clean, dry, and soft cloth.
- Avoid touching the screen with fingers, pens, or pencils.
- If hands are dirty, wash them before using the electronic device.
- Do not use the electronic device in a dusty or dirty environment.
- Do not leave the electronic device exposed to direct sunlight or near heat or moisture sources.
- Do not leave the electronic device in a car (heat, theft).

### B. Power management

- It is the learner's responsibility to recharge the device's battery.
- Whenever the electronic device is not in use, close the screen to put it to sleep in order to extend battery life.

### C. Transport

- Electronic devices should be transported closed and in their protective case.
- Do not leave the electronic device in a vehicle. Many devices are stolen this way plus heat can be very damaging.

### D. Ethical and appropriate use

Technology is intended for instructional use and school-related business. It is not intended for commercial use. Users will not engage in unauthorized activities. Any unauthorized activities will result in immediate termination of use and the electronic device must be returned immediately. These include, but are not limited to:

- Accessing data for which users do not have privilege.
- Knowingly deploying viruses.
- Violating copyright laws (music, photos, software) or the privacy rights of others.
- Plagiarism
- Learners will not create, access, download, view, store or print content that:
  - Depicts profanity, obscenity, use of weapons, or violence.
  - Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.

- Contains sexually explicit or suggestive material.
- Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse or behavior.

#### E. Financial responsibility

- Families are responsible for replacement and/or repair costs.

#### F. If electronic device is lost, stolen, or damaged:

- If lost, stolen, or damaged, please notify the school immediately.
- If the electronic device is lost or stolen, the family is responsible for the replacement cost. Note: A police report may be required if the family plans to have their insurance company cover the theft.
- If damaged, submit a ticket through iLEAD Tech Support to use the school purchased warranty for damages or technical issues. For damage beyond the warranty, or if warranty has expired, the family is responsible for that cost. For damage beyond normal wear and tear, the family must pay to fix or replace the device. Any costs for repair that are not covered under warranty are the responsibility of the family. If the item is under warranty, the family is responsible for any copay. Failure to pay the repair in a timely manner may mean the learner loses the privilege to have the electronic device.

#### G. Monitoring and supervision

- The electronic device should be used in a location where use can be monitored and supervised by a parent/guardian. Unsupervised use is strongly discouraged (e.g. use in a learner's bedroom).
- Use of the electronic device by other family members is not allowed unless listed on the agreement.
- Learners should not allow other learners to borrow their electronic device because they are ultimately responsible for that device.

#### H. Internet access at home

- Learners are allowed to access the internet using broadband or wireless connection.
- While internet filters provide an important level of protection, no filter program provides 100% protection. Monitoring and supervision are still very important.

## Internet Usage

iLEAD Hybrid Exploration learners are given many choices to support and supplement instruction. Before using the internet, parents/guardians and learners should read the “Network Use Guidelines” below. All parents/guardians and learners utilizing the complimentary online subscriptions and/or purchasing any online subscriptions with instructional funds must also sign the online consent form.

## Network Use Guidelines

iLEAD utilizes strong guidelines for web usage and internet security and complies with the level of security that the Children's Internet Protection Act requires. The school has taken reasonable precautions to restrict access to "harmful matter" and materials that do not support approved educational objectives. However, it is impossible to control all materials on a public network. "Harmful matter" includes matter that, taken as a whole by the average person applying contemporary statewide standards, is patently offensive, lacking serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13). The facilitators/staff will choose resources on the internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD takes no responsibility for the accuracy or quality of information from internet sources. Use of any information obtained through the internet is at the user's risk.

Please read the following carefully. This will provide information about the privileges and responsibilities of using the Internet as part of the educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners using technology may have access to:

- Electronic mail (e-mail) communication with people all over the world.
- Information and news from a variety of sources and research institutions.
- Public domain and shareware software of all types.
- Discussion groups on a wide variety of topics.
- Many university libraries, the Library of Congress, and more!
- Educational Software

The purpose of schools having access to the internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD Hybrid Exploration.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

- Any information which violates or infringes upon the rights of any other person.
- Any defamatory, inappropriate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.
- Advertisements, solicitations, commercial ventures, or political lobbying.
- Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
- Any material which violates copyright laws.



- Any vandalism, unauthorized access, “hacking,” or tampering with hardware or software, including introducing “viruses” or pirated software, is strictly prohibited.
- The use of the Internet is a privilege, not a right, and inappropriate use will result in the cancellation of these privileges.

## Netiquette (Network Étiquette)

The use of the internet requires that learners abide by accepted rules of network etiquette. Learners should:


- Be polite. Do not send abusive messages to anyone.
- Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
- Maintain privacy. Do not reveal the personal address or phone numbers of the student or other persons. Before publishing a learner’s picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
- Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
- Not use the network in a way that would disrupt the use of the network by others.
- Notify the staff of any security concerns. Security on any computer system is a high priority, especially when the system involves many users.
- Report vandalism. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in a cancellation of privileges.

## Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions and will furnish evidence of a crime to law enforcement.

## Cyberbullying

iLEAD Hybrid Exploration provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to



bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying that causes or is likely to cause a substantial disruption of a school activity or school attendance shall be subject to discipline in accordance with school policy. If the student is using a social networking site or service that has terms of use that prohibit the posting of harmful material, the school director or designee may also file a complaint with the internet site or service to have the material removed.

## SECTION 8:

# OC LEARNING STUDIO

### Overview

The iLEAD Hybrid Exploration OC Learning Studio is a hybrid learning environment located in Costa Mesa. The studio rents a building from The Presbyterian Church of the Covenant where they offer instruction in social studies and science two days a week for grades TK-8.

The studio is a hands-on, project-based learning environment. Learners are provided opportunities to work as a whole group, in partners, small groups, and individually to complete activities.

### OC Studio Academic Program Details

#### Schedule

Classes take place two days a week for learners in grades TK-8. The studio calendar is broken into two semesters.

#### Instructional Funds

The learner's EF will submit the request to use instructional funds once registration with the learning studio is confirmed by the Learning Studio Coordinator. The program includes a separate material fee in order to provide all materials needed for both days of classes. The studio cannot accept out-of-pocket payments.

#### Theme

The studio selects an annual theme that guides the lessons and activities explored. The themes are cross-curricular and support core instruction taking place in the home. The studio provides an outline covering the topics covered each semester.

#### Weekly Wrap-Up

For every week that there are studio classes, a weekly wrap-up is sent on Friday to all registered families and their EFs. The wrap-up includes a summary of the week's happenings, a link to any pictures taken at the studio, a calendar with reminders for upcoming schoolwide and studio-specific events, and a link to extension activities.

## **Work Samples**

Learner classwork and/or homework should be completed and shared with the learner's educational facilitator. OC Studio facilitators do not share work samples directly with learner facilitators.

## **OC Studio Policies and Procedures**

### **Meal Plan**

Breakfast is offered to all learners who attend the studio. Free and reduced breakfast pricing will also be available for learners who qualify based on annual household income through the completed Household Data Collection (HDC) form. A menu is provided to all learners and is posted on-site at the studio.

### **Lunch**

Learners should bring a lunch/snack for break time. The OC Studio is a nut-free environment. Due to allergies, learners cannot share food.

### **Restroom Use**

There are separate restrooms used by learners and adults. For grades TK-2nd, restrooms are located in the classroom. For grades 3rd-8th, learners are excused to the restroom in pairs.

### **Cell Phones**

During class time, cell phones should be stored in learner backpacks on silent mode. Learners who need to contact their parent/guardian can make a request with their facilitator. Improper use of the cell phone during the day may result in the phone being confiscated and handed to the parent/guardian at sign out.

### **Suggested Dress**

Loose-fitting, comfortable clothing and closed-toed sneakers or walking shoes work best at the studio. Distracting clothing is discouraged, and although the iLEAD OC Studio does not wish to limit each learner's freedoms by imposing guidelines, the studio coordinator will contact the parents/guardians to inform them about the inappropriate choice of clothing as necessary.

## **OC Studio Volunteers**

Please review the information below about volunteering at the studio. Volunteers serve as role models for all learners and it is important that a volunteer's time in the classroom is always professional. Contact Kendra Bailey at [kendra.bailey@ileadexploration.org](mailto:kendra.bailey@ileadexploration.org) with any questions.

## **Scheduling Volunteer Time**

1. When adults offer their time in the classroom, EFs plan their lessons around the extra hand(s). The parent/guardian should speak with the studio EF they would like to work with to arrange the day and time they would like to help in the classroom.
2. Timeframes for volunteering will be limited to no more than 1.5 hour blocks. The timeframes to volunteer are either 9:30 am - 11:00 am or 12:00 pm - 1:30 pm.
3. Any adult at the studio who has not arranged a time to volunteer in the classroom, or be on site with another EF or Educational Specialist, will need to stay in the outdoor patio area.
4. In order to ensure all parents/guardians interested in volunteering get a chance to participate, volunteering opportunities will be limited to once per week.
5. The OC Studio staff will work with learners who display anxiety at drop off and will support the family. An EF can help with the transition and the parent/guardian is welcome to stay in Room 5.

## **Volunteers Should:**

1. Come with a smile ready for the day. All people, adults and children alike, deserve love and respect, and the studio staff strives to create a positive atmosphere in its programs by encouraging and supporting its learners and one another. iLEAD does not accept verbal abuse of any kind.
2. Let the studio EF know if they are unable to come help during their arranged day/time.
3. Put their cell phone on vibrate/silent. Cell phone ring tones and conversations can be very distracting.
4. Support the studio EF with the plan for the day in the classroom. The volunteer should understand what is expected when working with the learners.
5. Confidentiality: All volunteers, no matter what job they perform, have an obligation to keep in confidence all information that pertains to the learners and EF they assist. Information regarding learners, staff, and other volunteers is not to be discussed with anyone who is not entitled to such information. Each learner has unique challenges/behaviors and learners should never be discussed outside the studio.
6. Learner Lunch/Break: This is such a valuable time for learners to play freely with their friends and peers. The studio asks that parents/guardians enjoy their lunch in Room 5 or off-site.

## **Volunteers Should Not:**

1. Reprimand or try to discipline learners. Any concerns about learner behavior during volunteer time should be referred to an iLEAD staff member immediately.
2. Be distracted by their phones. All devices should be put away during the time volunteers are working with learners.
3. Visit with other volunteers while in the learners' classrooms. Volunteers gathering to chat outside a classroom can be disruptive.

4. Use the learner restrooms. Adult restrooms are located within the church.

## OC Studio Drop Off and Pick Up

All learners must be signed in and signed out daily by the parent/guardian. In order to keep the learners and families safe before and after school, families must follow these parking lot procedures when driving their child to the iLEAD OC Studio campus:

- Drive slowly and watch for families and learners walking through the parking lot, paying close attention to entering and exiting safely.
- Not use a cell phone while driving in the parking lot.
- Accompany learners through the parking lot to sign in/out of class.

For a drop-off and pick-up map, please click [here](#).

## OC Studio Attendance and Illness

The studio urges parents/guardians to make sure learners attend classes regularly and schedule medical and other appointments on non-studio days as consistent participation promotes a rewarding studio learning experience. Parents/Guardians should communicate with studio staff members if a learner will be absent. If a learner must miss a class, studio facilitators will work with the learner to ensure they are able to participate upon their return. Missed days will not result in any extra day credits or cost adjustments for the semester.

Parents/Guardians will be called to pick up a child who becomes ill while at school. Please note that learners must be fever free for 24 hours before returning to school.

If a learner needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school. Please contact Kendra Bailey at [kendra.bailey@ileadexploration.org](mailto:kendra.bailey@ileadexploration.org) for more information.

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick, stay home from school activities.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

## Expectations for OC Studio Behavior

The iLEAD OC Studio strives to present its learners with opportunities to accept a sense of responsibility for their behavior and actions. The school expects each learner to do their best, both academically and behaviorally. If there is a problem, the facilitator personally speaks with the learner, discusses the options for making good decisions, sets appropriate consequences, and strives to help the learner internalize the importance of taking responsibility for their learning and behavior. As a framework for this, the iLEAD OC Studio utilizes Love and Logic® to embrace each learner's uniqueness while modeling and expecting appropriate behavior. The expectations for school behavior are:

- I will do nothing to harm myself or others.
- I am responsible for my behavior.
- We are each other's keepers.
- I take pride in myself and in my work.
- I will leave it better than I found it.

Throughout the year, goals and principles are discussed with learners to come to a common understanding of what they mean and why they are important. Facilitators help learners to incorporate the behaviors into their daily lives.

In addition to Love and Logic®, the OC Studio focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

## iLEAD Hybrid Exploration Resources at the OC Studio

### Curriculum Library

iLEAD Hybrid's curriculum library is housed at the OC Studio (there is also a library located in Acton). Resources can be viewed and reserved through the online library system (access will be given by the facilitator). Resources can be picked up from the studio at scheduled times. Additionally, both the OC Studio and Acton curriculum libraries are open for browsing hours weekly and are staffed with curriculum librarians for assistance. Check the Learning Period Post for the curriculum library open hours.

For more information, log into the Hub on iLEAD Hybrid Exploration's website.

### Special Education

Educational specialists service learners throughout the week at the studio. Schedules are arranged with each family.

## High School

Wet labs, counselor appointments, testing, and social days are offered at the studio. For more information on high school offerings at the studio, log into the Hub.

## Electronics/Device Use

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents/guardians give their children cell phones for safety and convenience. We ask that learners limit use of the phones during their time at the studio to academic purposes only. Families may contact their child in an emergency situation by calling the studio office at (657) 231-8220 and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their facilitator's requests regarding appropriate time to use technology. Should technology disrupt the learning environment or if used inappropriately, the parent/guardian will be notified and cell phones or other devices will be stored in a safe place and returned to the learner at the end of the school day. Continuous misuse of technology will result in consequences.

## Pesticide Use

The facility that the iLEAD OC Studio uses may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

## OC Studio Complaint Procedure

It is always the school's intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, the parent/guardian can bring the concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.



## SECTION 9:

# POLICIES AND PROCEDURES

### Acceleration and Retention Procedures

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

### Asbestos Management Plan

The school maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, contact [info@ileadexploration.org](mailto:info@ileadexploration.org).

### Bullying

iLEAD Schools is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, contact (657) 231-8220 or [info@ileadexploration.org](mailto:info@ileadexploration.org) to assist you in identifying and stopping this behavior.

### Child Abuse and Neglect Reporting

iLEAD Hybrid is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County

Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

## Civility on School Grounds

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500).

It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

## Curriculum Library

iLEAD Hybrid's curriculum library is housed in two locations at the OC Studio and in Acton. Resources can be viewed and reserved through the online library system (access will be given by the facilitator). Resources can be picked up from the OC Studio or library in Acton on scheduled days and times. Email [curriculumlibrary@ileadexploration.org](mailto:curriculumlibrary@ileadexploration.org) or log into the Hub on iLEAD Hybrid Exploration's website for more information.

## Custody Issues and Educational Rights

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights or access to school records, both parents/guardians will have access to educational records. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

## Directory Information

“Directory Information” includes one or more of the following items: learner’s name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. Directory information may be disclosed without prior consent from the parent/guardian unless the parent/guardian declines upon registration denying access annually in REG-Online to their pupil’s directory information.

## Disease Prevention Strategies

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

## Drug and Alcohol/Tobacco Prevention

iLEAD Hybrid Exploration functions as a drug, alcohol, and tobacco-free workplace.

## Education of Homeless Youth: Right to Apply for Financial Aid

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families: iLEAD Exploration Family Liaison - Luisa Cook, [luisa.cook@ileadexploration.org](mailto:luisa.cook@ileadexploration.org). Contact Luisa Cook or [info@ileadexploration.org](mailto:info@ileadexploration.org) for more information on services and policies related to homeless education rights.

## Educational Equity: Immigration and Citizenship Status

The Equity in Higher Education Act states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyle, equal rights, and opportunities be equitable.

Additionally, the opportunity to apply for financial aid for higher education must also be equitable. An application may not be denied to a learner based on their immigration status. This does not guarantee any final eligibility, but simply provides an ability to apply for financial aid just like any other learner, without discrimination.

## Educational Rights for Adult Learners

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g. if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Contact the educational facilitator to request all educational rights to be transferred to the learner as an adult learner.

## Electronic Listening or Recording Device

The use by any person, including a learner of any electronic listening or recording device in any classroom or meeting without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

## Emergency & Health Procedures

### Emergency Medical Authorization

During enrollment, each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms include the necessary information the school must have should an emergency arise. It is *extremely* important that the authorization and emergency contact information be fully completed and/or updated annually through REG-Online. If there are any updates to the Emergency Medical Authorization during the year, email [enrollment@ileadexploration.org](mailto:enrollment@ileadexploration.org).

### Learners and Prescribed Medications

If a learner requires medical treatment (such as the use of an inhaler, epi-pen, or oral medication) at the learning studio, state testing, or any other school activity, it must be prescribed by a doctor and kept in a locked compartment. A parent/guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending these school events. For a copy of the form, please email [info@ileadexploration.org](mailto:info@ileadexploration.org).

If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school.

- [Request for Medication to be Taken During School Hours](#)
- [Individual Health Care Plan](#)

### **Emergency Treatment for Anaphylaxis**

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

### **Entrance Health Screening**

State law requires that the parent/guardian of each learner who has never been enrolled in a California Public School provide the school documentation that the learner has received a health screening examination by a doctor within the last 6 months. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

### **Oral Health Assessment**

State law requires that the parent/guardian of each learner who has never been enrolled in a California Public School provide the school documentation that the learner has received a dental screening examination by a dentist. Dental assessments must be completed no more than 6 months prior to entry or by May 31st of the learner's first school year.

### **Immunizations**

Learners are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunization records for each learner during enrollment. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

### **Physical Examination**

A parent/guardian may file annually with the school director a written statement, signed by the parent/guardian, withholding consent to a physical examination of the learner. However, whenever there is good reason to believe that the learner is suffering from a recognized contagious or infectious disease, the learner shall be sent home and shall not be permitted to participate in school events until authorities are satisfied that the contagious or infectious disease no longer exists.

## **Emergency Procedures**

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD OC Learning Studio. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the Learning Studio, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade. Parents/guardians can not leave the premises without signing out the learner.

## **Facilitator Qualifications**

Parents/Guardians may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of instructional aides (if applicable)

## **Field Study/Service Project Procedures**

Field study events and service projects are planned by educational facilitators throughout the school year. These enrichment opportunities will be announced and made available for sign-ups via the Hub on the iLEAD Hybrid Exploration website. Prior to signing up for any field study events, the learner and parent/guardian must sign a field studies agreement.

**Cancellations:** If an illness or other emergency prevents the learner from attending a field study

event, the parent/guardian must contact the field studies team prior to the event. Families should not sign-up for field studies events unless they are certain they can attend. Refunds will not be provided for missed field study events.

## **Foster and Homeless Youth**

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Contact Luisa Cook, [luisa.cook@ileadexploration.org](mailto:luisa.cook@ileadexploration.org), for more information on services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

## **Gun-Free School Zone Act**

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of iLEAD Hybrid. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

## **Harm or Destruction of Animals**

Any learner with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator teacher of the objection. Objections must be substantiated by a note from the learner's parent/guardian.

A learner who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the learner to develop and agree upon an alternative education project so that the learner may obtain the knowledge, information, or experience required by the course of study in question.



## LCFF and LCAP

iLEAD Hybrid Exploration's LCAP is available for viewing on the iLEAD Hybrid Exploration website and is updated annually.

## Learner Withdrawal/Graduation

When a learner withdraws or graduates from iLEAD Hybrid Exploration, all items purchased with instructional funds must be returned to the school.

## Mental Health and Suicide Prevention Policy

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the director(s) or designee shall develop preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the school, the school director or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations. For more information, email [info@ileadexploration.org](mailto:info@ileadexploration.org).

In order to initiate access to available pupil mental health services, contact the school counselor Kathy Tempco at [kathy.tempco@ileadexploration.org](mailto:kathy.tempco@ileadexploration.org) or visit the iLEAD Hybrid Exploration website for more information. The school will notify parents/guardians at least twice per year. One notification will be through the Learner/Family Guidebook, and the second will be through the school newsletter.

## Non-Discrimination

iLEAD Hybrid Exploration is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law



prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The school assures that lack of English language skills will not be a barrier to admission or participation in iLEAD Hybrid Exploration programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, this Guidebook will be updated. Please contact the Site Director at [director@ileadexploration.org](mailto:director@ileadexploration.org) if you would like more information on how to file a complaint with the school, prior to appealing to the CDE.

Visit the CDE website for more information: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

## Property Damage

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

## Pupil Fees

iLEAD Hybrid Exploration is a tuition-free public school and does not have any mandated fees.

## Safe Place to Learn Act

iLEAD Hybrid Exploration is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activities or attendance may be subject to disciplinary action up to and including expulsion. To report an

incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at (657) 231-8220.

## **School Accountability Report Card**

The school SARC is available for viewing on <http://sarconline.org> and is updated annually. The SARC for iLEAD Hybrid Exploration is listed under iLEAD Hybrid.

## **School Safety Plan**

A comprehensive school site safety plan has been adopted by iLEAD Hybrid Exploration, a program of iLEAD Hybrid Charter School. This plan is available upon request from the iLEAD OC Studio office.

## **Services to Disabled Learners**

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner may be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Whether virtual or in-person, certain special education services can only be provided while the learner is physically in the state of California. Contact the case manager or school office if you will be out-of-state during your service time.

### **Child Find System**

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

### **Instruction for Learners with Temporary Disabilities**

A learner with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the learner is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Contact [info@ileadexploration.org](mailto:info@ileadexploration.org) for further information. Charter schools are not allowed to provide Home Hospital.

A learner with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a learner with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the learner will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A learner with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the learner is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a learner who is terminally ill, from the resident governing school board, a county office of education or a charter school.

## **Sexual Harassment**

iLEAD Hybrid Exploration is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or have been sexually harassed at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified, the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at (657) 231-8220.

## **Student Records**

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a learner's development and educational progress. The school will protect the privacy of such records.

Parents/Guardians have the right to:

1. Inspect and review the pupil's educational record maintained by the school.

2. Request that a school correct records which they believe to be inaccurate or misleading.
3. Have some control over the disclosure of information from educational records.

School officials with legitimate educational interests may access learner records without parental/guardian consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a learner seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

A parent/guardian's request to access their learner's educational records must be submitted in written form and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of learner records are available to parents/guardians for a fee of per page.

Any challenge to school records must be submitted in writing to [info@ileadexploration.org](mailto:info@ileadexploration.org). A parent/guardian challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the learner.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

### **Student Records Obtained from Social Media**

The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

## **Surveys**

iLEAD Hybrid Exploration will not use tests, questionnaires, surveys or examinations containing any questions about the learner's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

## Title IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Amanda Fisher, Executive Director; iLEAD Hybrid; 3720 Sierra Highway, Unit C, Acton, CA 93510; (657) 231-822; [info@ileadexploration.org](mailto:info@ileadexploration.org).

## Truancy

iLEAD Hybrid Exploration's truancy and compliance policy is listed under Section 4: Expectations.

## Williams Complaint Policy & Procedure

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at. Parents, learners, facilitators or any member of the public may submit a complaint regarding these issues using this form: [https://ileadexploration.org/wp-content/uploads/2022/03/charter\\_school\\_complaint\\_ad-hybrid-online-empower.pdf](https://ileadexploration.org/wp-content/uploads/2022/03/charter_school_complaint_ad-hybrid-online-empower.pdf). However, it is highly encouraged that individuals express their concerns to the school director ([director@ileadexploration.org](mailto:director@ileadexploration.org)) before completing the complaint forms to allow the school to respond to these concerns.

## SECTION 10:

# COMMUNICATION

### Email, Phone, Text

Due to the nature of independent study programs, a working email address is required for parents/guardians and/or learners. Parents/Guardians are expected to communicate in a timely manner. Communication may take place via phone calls, text, face-to-face meetings, online, and/or via email. Parents/Guardians may receive periodic phone calls, texts, and/or emails from the automated notification system. These messages will contain important information and reminders. In the event of inclement weather or an emergency, iLEAD may also utilize this system. Parents/Guardians should ensure the school has their current phone number at all times.

### Family Information Updates

It is *extremely* important that all returning families update their REG-Online account annually to ensure accurate contact information, emergency contact information, allergies, and emergency authorizations. All new families will have the opportunity to complete the REG-Online account at the time of enrollment. Email [enrollment@ileadexploration.org](mailto:enrollment@ileadexploration.org) if there are any updates to the emergency contact, the Emergency Medical Authorization, or legal custody arrangements during the school year.

If there is an email, phone, or address change, families must complete the Learner Update Form located on the Hub. Address changes require a proof of residency and are necessary as material deliveries may be sent to the address on file.

### School Newsletters

#### English Language (EL) Quarterly

A quarterly newsletter is sent digitally to families of EL learners to provide support in language acquisition. Families can also log into the Hub on the iLEAD Hybrid Exploration website to view these newsletters.

#### High School Highlights

A monthly high school newsletter is sent digitally to families of high schoolers to provide relevant information pertaining to courses of study, graduation, colleges/universities, and college

entrance requirements. Families can also log into the Hub to view these newsletters.

### **Monday Message**

Each school week, information and reminders are emailed via the Monday Message. Families may sign up and/or view the Monday Message on the iLEAD Hybrid Exploration website.

### **Student Support Newsletter**

A monthly newsletter with academic tips and support is sent digitally to families of learners with special needs. Families can also view these newsletters on the iLEAD Hybrid Exploration website.

## **Social Media**

- [Facebook](https://www.facebook.com/iLEAD-Exploration): [www.facebook.com/iLEAD-Exploration](https://www.facebook.com/iLEAD-Exploration)
- [Instagram](https://www.instagram.com/ileadexploration): [www.instagram.com/ileadexploration](https://www.instagram.com/ileadexploration)

## **Town Hall Meetings**

During the school year, iLEAD Hybrid Exploration will host family meetings to provide program updates and to receive stakeholder feedback for program improvement.

## **Website**

The best way to keep updated with current events and activities at iLEAD Hybrid Exploration is via the website: <https://ileadexploration.org/>

## SECTION 11:

# GOVERNANCE

### Overview

iLEAD's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities. They serve with the vision and ability to create and maintain a successful school. For a list of current board members, please visit iLEAD Hybrid Exploration's website: <https://ileadexploration.org/about/our-governing-board/>

### School Governance

iLEAD is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the bylaws of the corporation. iLEAD Hybrid's charter authorizing agency is the Acton-Agua Dulce School District. iLEAD Hybrid is self-governed, managing its own operations by a board of directors.

The listing of the current iLEAD Hybrid Charter School Board of Directors can be found on the iLEAD Charter School website: <https://ileadexploration.org/about/our-governing-board/>.

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD Hybrid Exploration's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and regularly meet at the iLEAD Schools' headquarters. Meeting notifications are posted at the campus studio prior to the next scheduled board meeting. Recorded minutes from past meetings are available on the website: <https://ileadexploration.org/about/our-governing-board/>



## SECTION 12:

# ACKNOWLEDGEMENT

This Guidebook has been written to help parents/guardians and learners understand and adhere to the policies and procedures of iLEAD Hybrid Exploration. It is important that parents/guardians and learners be familiar with these expectations. Please keep a copy of this Guidebook easily accessible for future reference. A copy also can be found in the Hub section of iLEAD's website at <http://www.ileadexploration.org>.

iLEAD Hybrid Exploration must have proof that every parent/guardian has read this Guidebook or has heard it read aloud. Prior to ordering materials and/or services with instructional funds, the digital 2022-2023 iLEAD Agreement Forms must be signed by the parent/guardian. A copy of the signed form will be sent to the parent/guardian upon submission.

The parent/guardian signature confirms the Guidebook has been read and the guidelines, policies and/or procedures of the school are understood. The parent/guardian and learner will follow the guidelines, policies and/or procedures. iLEAD will update families if and when changes occur to any guidelines, policies and/or procedures.



# **2022-2023**

# **Family Guidebook**

**Free To Think. Inspired To Lead.**

# INTRODUCTION

Welcome to iLEAD AV, a program in iLEAD Hybrid Charter School, which is designed to meet each child's individual needs to foster a love of learning and the desire to be the leaders of the future. As a learner at iLEAD AV Studio Charter School, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, math, social studies, science, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience. They will also have the opportunity to learn experientially through many field study events visiting local parks, organizations, businesses, and museums.

iLEAD AV Studio Charter School's parents/guardians are actively involved in their child's education. It is a team environment with frequent collaboration between the staff, parent/guardian, and child. Facilitators are credentialed teachers of record who partner with families to provide support and guidance to the learner.

This Guidebook is designed to share iLEAD Charter School's philosophy, expectations for learners and families, along with other school information.

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# SECTION 1:

## iLEAD SCHOOLS' EDUCATIONAL OVERVIEW

### OUR MISSION AND VALUES

#### iLEAD Schools Mission Statement

#### Free to Think. Inspired to Lead.

#### iLEAD Means...

##### **International**

Learning foreign languages and cultures makes learners compassionate, open-minded world citizens.

##### **Leadership**

Practicing leadership from a young age prepares learners for a lifetime of listening, collaborating, inspiring, and leading.

##### **Entrepreneurial Development**

Encouraging learners to work in teams, take risks and learn from failure nurtures the ability to innovate and ignites their entrepreneurial spirit.

##### **Arts**

Creating and exploring the world through the artistic experience enhances all subject areas.


##### **Design Thinking**

Participating in project-based learning leads to more meaningful experiences and a deeper understanding.

Through personalized, customizable instruction, iLEAD's mission is to inspire learners to become creative problem solvers, compassionate servant-leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. iLEAD Schools promotes active learning methods and opportunities for self-directed learning.

### OUR METHODOLOGY

#### Project-Based Learning (PBL)



Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

Project-Based Learnings' time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

**PBL makes school more engaging for learners.** Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

**PBL improves learning.** After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

**PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

**PBL helps address standards.** The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

**PBL provides opportunities for learners to use technology.** Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

**PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

**PBL connects learners and schools with communities and the real world.** Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents/guardians and community members can be involved in projects.

**Not just knowing but also DOING**

*PBL allows learners to apply their learning in real-world scenarios.*

**High levels of engagement**

*PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!*

**True learning**

*PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.*

**Focusing on your learner, not the curriculum, brings learning to life**

*PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!*

**\*What is PBL? and PBL Outcomes from [Buck Institute](#)**

## **Social and Emotional Learning (SEL)**

It takes more than book-smarts to be an effective leader in the 21<sup>st</sup> century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) and [Character Lab®](#) aspects (Learner Outcomes), we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to mindfulness and reflective practice for facilitators, learners, parents/guardians, and administrators.

Other elements of SEL implementation, practice and assessment include: Leader Led Conferences (LLCs); Presentations of Learning (POLs); Passion Projects; Individualized Learning Plans (ILPs); Advisory Program; Learner Driven Ambassador Groups and Class Greeters.

## CURRICULUM

Facilitators support learners and their individual interests and learning styles. Beyond a singular curriculum, facilitators incorporate a variety of materials and experiences to best meet the needs of individual learners.

### California State Academic Standards

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state and each district in California decides how they will teach and what resources they will use. More information can be found at [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/) or [www.corestandards.org](http://www.corestandards.org). California's computer-based student testing system, the California Assessment of Student Performance and Progress (CAASPP), incorporates the standards for English language arts, mathematics, and science. The assessments include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-Based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about CAASPP can be found at [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/) [EC 60119, 60604.5, 60615].

### Engaging Curriculum Options

Curriculum options support the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, hands-on activities, and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher-order thinking and real-world skills.

### English Learners Identification Notice

State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

### Facilitator Continuity (Looping)

Multi-year relationships between the facilitator and learner provide for a deeper connection to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

### Advisory/Morning Meetings

Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family' (classroom) meetings that provide an



opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

## **Global Understanding**

21<sup>st</sup> century learners are encouraged to engage in an increasingly interdependent world where knowledge is constantly developing and evolving in a global marketplace.

## **Healthy Youth Act**

The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. iLEAD Charter School provides this course to 7th and 9th grade learners. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes the understanding of sexuality as a normal part of human development.

Parents/Guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by email or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. Be informed when the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, including the date of the instruction, and the name of the organization or affiliation of each guest speaker.

## **INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)**

Each year, learners along with their facilitator(s) create an ILP to guide instruction. Each learner, along with their family and facilitator, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitator and their parents/guardians to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

## **INDIVIDUALIZED EDUCATIONAL PLAN (IEP)**

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in iLEAD Charter School and the learner's IEP does not provide for independent study or non-classroom based instruction, then iLEAD must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, special education services can only be rendered to learners who are physically in the state of California. No special education services will be rendered to learners outside of the state of California. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. iLEAD Charter School will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

## SECTION 2:

# GENERAL OPERATIONS

**OFFICE HOURS** 8:00am to 4:30pm

**Front Desk Phone Number:** (661) 494-7442

### **SCHEDULE**

See the iLEAD Charter School website at <https://ileadav.org/> for the most up to date hours, including break and lunch schedule.

### **INSTRUCTIONAL CALENDAR**

See the iLEAD AV website at [iLEAD AV Calendar](#) for the current year's Instructional Calendar. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents/guardians of affected pupils as early as possible.

### **STAFF**

See the iLEAD AV website at [Team Directory](#) for staff listings.

### **POLICIES**

Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting [minerva.alonso@ileadav.org](mailto:minerva.alonso@ileadav.org) or visit [iLEADAV.ORG](http://iLEADAV.ORG).

## SECTION 3:

# DAILY OPERATIONS

### MASTER AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and facilitator on or before the learner's start date. In addition to the Master Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their educational facilitator each learning period. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

#### Master Agreement Addendum

In specific instances, such as a course change, a master agreement addendum must be signed by the facilitator, learner, and parent in order to reflect the change.

#### Attendance

As an independent study program of public charter school, iLEAD AV has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement:** Learners must be engaged in assigned educational activities listed on the Assignment Work Record on every school day listed on the school calendar ([WWW.ILEADAV.ORG](http://WWW.ILEADAV.ORG)). If a learner does not engage in an assigned educational activity listed on the Assignment Work Record on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.
2. **Time Value:** Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record. Generally, the Assignment Work Record will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the facilitator takes into consideration both engagement and time value and must claim the lesser of the two.

### TRUANCY AND COMPLIANCE

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions,

Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD AV independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Hybrid Charter School maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

## **Inadequate Progress**

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant.

## **Evaluation After Truancy**

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

## **Additional Consideration for Students with a Section 504 Plan or IEP**

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.

This meeting may be combined with the Evaluation at the discretion of the school.

### **Notice of Decision and Opportunity to Request a Hearing Prior to Removal**

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
  - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
  - b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

## **NON-TRUANT ABSENCES**

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

- a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
  1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
  2. Due to quarantine under the direction of a county or city health officer.
  3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.

4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  5. For the purpose of jury duty in the manner provided for by law.
  6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
  7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
  8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
  11. For the purpose of participating in a cultural ceremony or event.
  12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.
- b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
  - c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
  - d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
  - e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

## **Chronic Absenteeism**

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all

absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

## **Illness at an Independent Study Learning Studio**

Any child who becomes ill while at iLEAD AV will be taken to the health office and parents/guardians will be called to pick up their sick child. The child needs to be fever-free for 24 hours before returning to school. If a child needs to take prescription medication on a temporary or permanent basis while at school site or activity, an authorization to administer medication must be on file at the school. This form is available on the web-site: [Medication Form](#)

## **Concurrent Enrollment**

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

## **SCHOOL LUNCH PROGRAM**

iLEAD AV Hybrid offers a school lunch program. iLEAD AV offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2022-23 schools serving learners in grades TK-12 must provide two meals free of charge (breakfast and lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. Please see the iLEAD AV website at [iLEAD AV School Lunch](#).

## **ENRICHMENT ACTIVITIES**

iLEAD AV Hybrid offers several clubs, sports and enrichment classes. For a list of current ongoing extra-curricular offerings, please see the iLEAD AV Events Calendar at: [iLEAD AV Events](#).

## **TRANSPORTATION**

iLEAD AV does not provide transportation. Families need to arrange their own transportation to and from campus/studio. Field Studies participation includes transportation details and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

Prior to departure on a school activity trip, all learners riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.



## LOTTERY GUIDELINES

As a charter school, iLEAD AV is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

## SECTION 4: LEARNER CONDUCT

### EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD AV strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own learning and behavior. As a framework for this, we have expected learning results.

At iLEAD AV we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD AV expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives. Parents/guardians are encouraged to participate in the Love and Logic® courses offered at iLEAD AV throughout the year.

### Consequences

In addition to Love and Logic, our school focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

There are age appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best

interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what they could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental/guardian supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

## Suspension/Expulsion Procedures

Rules of suspension and expulsion must follow due process mandates. They are stated below.

### Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

### Expulsion

- Only the School Director can recommend expulsion. *EDN 48900*

- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:
- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

## Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

## Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring
- CAST Science (California Science Test): Grades 5, 8, and a high school grade level (as determined each year) in the spring
- Physical Fitness Test: Grades 5, 7, and 9 during the second semester
- MAP (Measures of Academic Progress) Growth Test\*: Grades TK-12 in the fall and spring

*\*Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. Refusal to participate will result in limited choices of instructional funds.*

## **Academic Dishonesty**

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee.

## **Parent/Guardian Responsibility**

Parents/guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned.

If a child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, the parent/guardian may be required to attend a portion of a school day in their child's classroom. [EC48900.1]

## **Electronic Nicotine Delivery Systems (E-Cigarettes)**

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

## **Student Search**

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

## **Release of Learner to Peace Officer**

If an iLEAD AV official releases a learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify the parent/guardian or a responsible relative of the learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

# SECTION 5:

## LEARNING PERIOD EXPECTATIONS

### ASSIGNMENT WORK RECORD (AWR)

The Assignment Work Record (AWR) lists assignments and activities that must be completed by the learner during each learning period. The Facilitator ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR is maintained by the Facilitator and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR in collaboration with the learner. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement.

The AWR reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

- a. **Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- b. **Time Value:** The assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines. <https://www.cde.ca.gov/fg/aa/pa/instructionaltime table.asp>

### LEARNING PERIOD MEETINGS

Learners and/or parents/guardians must participate in regularly scheduled mandatory learning period

(LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the Facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will assign work for the next learning period meeting. Should an emergency arise, the parent/guardian or learner should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD AV independent study program.

## MONTHLY WORK SAMPLES

With the facilitator, learners will discuss and show the body of work assigned in the AWR. This includes all completed assignments from which the Facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
  - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the Facilitator. .

If the Facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the Facilitator may assign additional work or ask the learner to revise what they have already submitted.

## LEARNING LOG

Parents/Guardians must sign a monthly learning log confirming learner engagement in educational activities on school days. Parents/Guardians will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
<b>LP1</b>	9/16/22	<b>LP6</b>	3/10/23
<b>LP2</b>	10/21/22	<b>LP7</b>	4/7/23
<b>LP3</b>	11/18/22	<b>LP8</b>	5/12/23
<b>LP4</b>	12/16/22	<b>LP9</b>	6/16/23
<b>LP5</b>	2/10/23		

## SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.



## **SECTION 6:**

# **TECHNOLOGY**

## **ELECTRONICS**

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents/guardians give their children cell phones for safety and convenience. We ask that learners limit use of the phones during the school day to academic purposes only. Families may contact their child in an emergency situation by calling the school office and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their facilitator's requests regarding appropriate time to use technology. Should technology disrupt the learning environment or if used inappropriately, the parent/guardian will be notified and cell phones or other devices will be stored in a safe place and returned to the learner at the end of the school day. Continuous misuse of technology will result in consequences.

## **INTERNET USAGE**

iLEAD AV learners are given many choices to support and supplement instruction. Before using the internet, parents/guardians and learners should read the "Network Use Guidelines" below.

## **NETWORK USE GUIDELINES**

Please read the following carefully. This will give information about the privileges and responsibilities of using the Internet as part of the learner's educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, iLEAD AV uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that iLEAD AV remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to “harmful matter” and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. “Harmful matter” means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD AV takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user’s risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD AV.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, “hacking,” or tampering with hardware or software, including introducing “viruses” or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

## **NETIQUETTE (Network Etiquette)**

The use of the Internet requires that learners abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.

3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.
6. Security on any computer system is a high priority, especially when the system involves many users. If a learner feels they can identify a security problem, they must notify iLEAD AV Hybrid Staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

## **SUPERVISION AND MONITORING**

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

## **CYBERBULLYING**

iLEAD AV provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

## SECTION 7:

# POLICIES AND PROCEDURES

### ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

### ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact: [David.Williams@ileadschools.org](mailto:David.Williams@ileadschools.org).

### ATTIRE

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents/guardians and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents/guardians to inform them about the inappropriate choice of clothing when necessary.

### BULLYING

iLEAD AV is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact Contact Form to assist you in identifying and stopping this behavior.

### CHILD ABUSE AND NEGLECT REPORTING

iLEAD AV is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

## **CIVILITY ON SCHOOL GROUNDS**

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

## **COMPLAINT PROCEDURE**

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring this concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

## **CUSTODY ISSUES AND EDUCATIONAL RIGHTS**

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights or access to school records, both parents/guardians will have access to educational records. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

## **DIRECTORY INFORMATION**

"Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. Directory information may be disclosed without prior consent from the parent/guardian unless the parent/guardian declines upon registration denying access to their pupil's directory information.

## DISEASE PREVENTION STRATEGIES

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

## DRUG AND ALCOHOL/TOBACCO PREVENTION

iLEAD AV functions as a drug, alcohol, and tobacco free workplace.

## ELECTRONIC LISTENING OR RECORDING DEVICE

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

## EMERGENCY AND HEALTH PROCEDURES

### Emergency Medical Authorization

Each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, email [Linda.Mendoza@ileadav.org](mailto:Linda.Mendoza@ileadav.org).

### Learner Medications Assistance

If a learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent/guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at iLEAD AV Hybrid. This form is available in the front office or on the iLEAD AV website at: [Medication Form](#)

### Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing

of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

## **Entrance Health Screening**

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

## **Oral Health Assessment**

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

## **Immunizations**

Learners are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunization records for each learner during enrollment. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

## **Physical Examination**

A parent/guardian may file annually with the school director a written statement, signed by the parent/guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

## EMERGENCY PROCEDURES

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD AV learning studio. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the learning studio, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade. Parents/guardians can not leave the premises without signing out the learner.

## FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

## FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent/guardian collaboration. These trips are a part of iLEAD AV project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in iLEAD AV ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers\* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. \*See Family Expectations for information on the volunteer process.

## FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing



homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: [michele.bowes@ileadschools.org](mailto:michele.bowes@ileadschools.org) for more information of services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

## **GUN-FREE SCHOOL ZONE ACT**

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of Site Director: [Talaya.Coleman@ileadav.org](mailto:Talaya.Coleman@ileadav.org). This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

## **HARM OR DESTRUCTION OF ANIMALS**

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the pupil's parent/guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

## **LCFF and LCAP**

The school LCAP is available for viewing on our website and is updated annually.

## **MENTAL HEALTH AND SUICIDE PREVENTION POLICY**

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, contact the school counselor or visit <https://ileadstudentsupport.org/counseling/>. Our school will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, by the following means, email.

## NON-DISCRIMINATION

iLEAD AV is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact the school office at 661-494-7442.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebook will be updated. Please contact iLEAD AV Front Office at 661-494-7442 or [Contact Form](#). If you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

## PESTICIDE USE

iLEAD AV may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

## PROPERTY DAMAGE

Parents/Guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

## **PUPIL FEES**

iLEAD AV is a tuition-free public school and does not have any mandated fees.

## **SAFE PLACE TO LEARN ACT**

iLEAD AV committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at 661-494-7442.

## **SCHOOL ACCOUNTABILITY REPORT CARD**

The school SARC is available for viewing on <http://sarconline.org> and is updated annually.

## **SCHOOL SAFETY PLAN**

A Comprehensive School Site Safety Plan has been adopted at iLEAD AV. This plan is available upon request from the school office.

## **SERVICES TO DISABLED LEARNERS**

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

## **Child Find System**

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

## **Instruction for Pupils with Temporary Disabilities**

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact [Gris.Ibarra@ileadschools.org](mailto:Gris.Ibarra@ileadschools.org) for further information. Charter schools are not allowed to provide Home Hospital.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

## **SEXUAL HARASSEMENT**

iLEAD AV is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified, the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: 661-494-7442.

## **STUDENT RECORDS**

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a pupil's development and educational progress. The School will protect the privacy of such

records. Parents/Guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access pupil records without parental/guardian consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

The parent/guardian's request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents/guardians for a fee of per page.

Any challenge to school records must be submitted in writing to Registrar@ileadav.org. A parent/guardian challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

**FERPA:** The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Pupil Records Obtained from Social Media:** The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

## SUDDEN CARDIAC ARREST

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a

physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

## **SURVEYS**

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

## **TITLE IX**

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: iLEAD AV - 661-494-7442, [Registrar@ileadav.org](mailto:Registrar@ileadav.org)

## **WILLIAMS COMPLAINT POLICY & PROCEDURES**

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at [Contact Form](#). Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

## **SECTION 8:**

# **COMMUNICATION**

## **COMMUNICATION METHODS**

### **WEBSITE**

The best way to keep updated with current events and activities at iLEAD AV via the website: [www.ileadav.org](http://www.ileadav.org)

### **MONDAY MESSAGE**

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD AV website homepage: [www.iLEADAV.org](http://www.iLEADAV.org)

### **SOCIAL MEDIA**

You can follow our journey at - [Facebook - iLEADAV](#)

### **CLASS NEWSLETTERS/WEBSITE**

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

### **PHONE/TEXT**

You will receive periodic phone calls and/or texts from Parent Square.. These communications will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: [minerva.alonso@ileadav.org](mailto:minerva.alonso@ileadav.org)

## SECTION 9:

# FAMILIES AND iLEAD Antelope Valley WORKING TOGETHER

## FAMILY PARTICIPATION EXPECTATIONS

iLEAD AV seeks to make education a community passion. To this end, parent/guardian participation is essential to the success of the education process. Parents/Guardians are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child.

It is because of families like you that we are able to offer such a unique program for our children here at iLEAD AV.

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

See the Volunteering page for a list of volunteer needs, and watch the Monday Message for current volunteer needs at: [iSupport \( Volunteering \)](#)

Families having difficulties meeting the participation commitment should contact [Kelly.uhl@ileadav.org](mailto:Kelly.uhl@ileadav.org).

Hours completed off campus or by learner volunteers can be emailed to [Kelly.uhl@ileadav.org](mailto:Kelly.uhl@ileadav.org).

## EXAMPLES OF FAMILY VOLUNTEER WORK

- In-class support as an educator aide
- Adult workshops – parents/guardians teaching other parents/guardians
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, before school
- Operation support – maintenance of the campus
- Hosting an activity in your home or business



NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please email our Office Assistant at [kelly.uhl@ileadav.org](mailto:kelly.uhl@ileadav.org) for a list of locations as well as the necessary LiveScan paperwork.

## **RECORDING VOLUNTEER HOURS**

All volunteers should record their volunteer hours into the Check In system located in the iLEAD AV lobby. Hours completed off-campus can be forwarded to [kelly.uhl@ileadav.org](mailto:kelly.uhl@ileadav.org).

## **TRADITIONS**

At iLEAD AV we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multicultural Feast (Fall)
- Winter Production (Winter)
- Spring School Community Event (ex. Art Festival, Back Yard Bash, School Carnival)

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD AV website. [Parent Square](#)

## **ANNUAL FAMILY GIVING**

Annual Family Giving is a tradition at many charter schools in California. As a charter school, iLEAD AV receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, iLEAD AV directly pays the lease for our buildings.

The iLEAD AV Annual Family Giving Campaign donations directly benefit every learner by providing hands-on curricula, state-of-the-art technology, field trips, college visits, art materials, professional development, and the day-to-day operating expenses that are not funded by the state of California.

The Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to iLEAD AV. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

## SECTION 10: GOVERNANCE

### HISTORY

iLEAD AV's Governing Board is composed of community leaders passionate about providing innovative educational opportunities within the Antelope Valley. Each of these Board members came to iLEAD AV with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD AV website.

### SCHOOL GOVERNANCE

iLEAD AV is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While iLEAD AV charter authorizing agency is the Acton-Agua Dulce School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD AV Board of Directors can be found on the iLEAD AV website: [www.ileadav.org](http://www.ileadav.org)

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD AV policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of iLEAD AV. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.

*iLEAD Schools is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.*



# **2022-2023**

# **Family Guidebook**

**Free To Think. Inspired To Lead.**

# INTRODUCTION

Welcome to iLEAD AV Exploration, which is designed to meet each child's individual needs to foster a love of learning and the desire to be the leaders of the future. As a learner at iLEAD AV Exploration, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, math, social studies, science, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience. They will also have the opportunity to learn experientially through many field study events visiting local parks, organizations, businesses, and museums.

iLEAD AV Exploration's parents/guardians are actively involved in their child's education. It is a team environment with frequent collaboration between the staff, parent/guardian, and child. Educational facilitators (EFs) are credentialed teachers of record who partner with families to provide support and guidance to the learner.

This Guidebook is designed to share iLEAD AV Exploration's philosophy, expectations for learners and families, along with other school information.

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## SECTION 1:

# iLEAD SCHOOLS' EDUCATIONAL OVERVIEW

## OUR MISSION AND VALUES

### iLEAD Schools Mission Statement

**Free to Think. Inspired to Lead.**

#### iLEAD Means...

##### **International**

Learning foreign languages and cultures makes learners compassionate, open-minded world citizens.

##### **Leadership**

Practicing leadership from a young age prepares learners for a lifetime of listening, collaborating, inspiring, and leading.

##### **Entrepreneurial Development**

Encouraging learners to work in teams, take risks and learn from failure nurtures the ability to innovate and ignites their entrepreneurial spirit.

##### **Arts**

Creating and exploring the world through the artistic experience enhances all subject areas.


##### **Design Thinking**

Participating in project-based learning leads to more meaningful experiences and a deeper understanding.

Through personalized, customizable instruction, iLEAD's mission is to inspire learners to become creative problem solvers, compassionate servant-leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. iLEAD AV Exploration promotes active learning methods and opportunities for self-directed learning.

## OUR METHODOLOGY

### **Project-Based Learning (PBL)**



Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

Project-Based Learnings' time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

**PBL makes school more engaging for learners.** Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

**PBL improves learning.** After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

**PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

**PBL helps address standards.** The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

**PBL provides opportunities for learners to use technology.** Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

**PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

**PBL connects learners and schools with communities and the real world.** Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents/guardians and community members can be involved in projects.

### **Not just knowing but also DOING**

*PBL allows learners to apply their learning in real-world scenarios.*

### **High levels of engagement**

*PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!*

### **True learning**

*PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.*

### **Focusing on your learner, not the curriculum, brings learning to life**

*PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!*

**\*What is PBL? and PBL Outcomes from [Buck Institute](#)**

## **Social and Emotional Learning (SEL)**

It takes more than book-smarts to be an effective leader in the 21<sup>st</sup> century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) and [Character Lab®](#) aspects (Learner Outcomes), we measure and report SEL progress as part of every project, AWR (Assigned Work Record) goals, and Reports of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to mindfulness and reflective practice for facilitators, learners, parents/guardians, and administrators.

Other elements of SEL implementation, practice and assessment include: Leader Led Conferences (LLCs); Presentations of Learning (POLs); Passion Projects; and Assigned Work Records (AWRs)

## **CURRICULUM**

Facilitators support learners and their individual interests and learning styles. In addition to our curriculum, facilitators incorporate a variety of materials and experiences to best meet the needs of individual learners.



## **California State Academic Standards**

Curriculum is implemented using the Common Core academic standards that were developed and adopted by the state of California. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state and each district in California decides how they will teach and what resources they will use. More information can be found at [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/) or [www.corestandards.org](http://www.corestandards.org). California's computer-based student testing system, the California Assessment of Student Performance and Progress (CAASPP), incorporates the standards for English language arts, mathematics, and science. The assessments include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-Based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about CAASPP can be found at [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/) [EC 60119, 60604.5, 60615].

## **Engaging Curriculum**

Our Curriculum supports the California content standards through relevant learning experiences engaging each learner's interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, hands-on activities, and experiences that build on their prior knowledge. Our curriculum is a literature based program. Learners and families will read novels about topics in science and social studies. The reading of these biographies and autobiographies let the learner imagine life through the lens of the characters. Projects are also used several times a year as a teaching tool to focus on higher-order thinking and real-world skills.

## **English Learners Identification Notice**

State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

## **Advisory/Morning Meetings**

Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle School learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in regular morning and/or 'family'(classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment. These meetings are offered via zoom and are optional to attend, although highly encouraged.

## **Global Understanding**

21<sup>st</sup> century learners are encouraged to engage in an increasingly interdependent world where knowledge is constantly developing and evolving in a global marketplace.

## Healthy Youth Act

The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. iLEAD AV Exploration provides this course to 7th grade learners. It is intended to ensure that pupils in grade 7 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes the understanding of sexuality as a normal part of human development.

Parents/Guardians have the right to::

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by email or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. Be informed when the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, including the date of the instruction, and the name of the organization or affiliation of each guest speaker.

## ASSIGNED WORK RECORDS (AWRs) and LEARNER LED CONFERENCES (LLCs)

Facilitator(s) create Assigned Work Records to guide instruction. Each learner, along with their family and facilitator, work together to monitor the assigned work and make adjustments, as needed. The primary goal of the AWR is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Every Learning Period (approximately every 20 school days) learners will meet with their facilitator and their parents/guardians to look critically at what they have accomplished both in formal settings as well as at home with their families.

Online digital portfolios (through a platform called SeeSaw) will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Facilitators can maintain daily checks of progress. This enables the facilitator to help get the learner back on track right

away. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

## INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in iLEAD AV Exploration and the learner's IEP does not provide for independent study or non-classroom based instruction, then iLEAD must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, special education services can only be rendered to learners who are physically in the state of California. No special education services will be rendered to learners outside of the state of California. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. iLEAD AV Exploration will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

## SECTION 2:

# GENERAL OPERATIONS

**OFFICE HOURS** 9:00 am to 4:00pm

**Front Desk Phone Number:** (661) 494-7442

### **SCHEDULE**

See the iLEAD AV Exploration website at [www.ileadav.org](http://www.ileadav.org) for the most up to date hours, including break and lunch schedule.

### **INSTRUCTIONAL CALENDAR**

See the iLEAD AV Exploration website at [www.ileadav.org](http://www.ileadav.org) for the current year's Instructional Calendar. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents/guardians of affected pupils as early as possible.

### **STAFF**

See the iLEAD AV Exploration website at [www.ileadav.org](http://www.ileadav.org) for staff listings.

### **POLICIES**

Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting [AVExplorationRegistrar@ileadav.org](mailto:AVExplorationRegistrar@ileadav.org) or visit [www.ileadav.org](http://www.ileadav.org).

## SECTION 3:

# DAILY OPERATIONS

### MASTER AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. In addition to the Master Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their educational facilitator each learning period. We use a learning platform called SeeSaw. This is where the facilitator will list the learners assignments a week at a time. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

#### Master Agreement Addendum

In specific instances, such as a course change, a master agreement addendum must be signed by the facilitator, learner, and parent in order to reflect the change.

#### Attendance

As an independent study program of public charter school, iLEAD AV Exploration has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement:** Learners must be engaged in assigned educational activities listed on the Assignment Work Record on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed in SeeSaw on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.
2. **Time Value:** Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record. Generally, the Assignment Work Record will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the facilitator takes into consideration both engagement and time value and must claim the lesser of the two.

### TRUANCY AND COMPLIANCE

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine

whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from iLEAD AV Exploration's independent study program.

Per California Education Code Section 51747, the governing board of iLEAD Hybrid Charter School maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

### **Inadequate Progress**

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant.

### **Evaluation After Truancy**

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

### **Additional Consideration for Students with a Section 504 Plan or IEP**

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.

2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.

This meeting may be combined with the Evaluation at the discretion of the school.

### **Notice of Decision and Opportunity to Request a Hearing Prior to Removal**

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
  - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
  - b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

## **NON-TRUANT ABSENCES**

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

- a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
  1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
  2. Due to quarantine under the direction of a county or city health officer.
  3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.

4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  5. For the purpose of jury duty in the manner provided for by law.
  6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
  7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
  8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
  10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
  11. For the purpose of participating in a cultural ceremony or event.
  12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.
- b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
  - c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
  - d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
  - e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

## **Chronic Absenteeism**

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement. In addition, the learner may be removed from the program per our attendance policy.



## **Illness at an Independent Study Learning Studio**

Any child who becomes ill while at iLEAD AV Exploration's Learning Studio will be taken to the health office and parents/guardians will be called to pick up their sick child. The child needs to be fever-free for 24 hours before returning to school. If a child needs to take prescription medication on a temporary or permanent basis while at school site or activity, an authorization to administer medication must be on file at the school. This form is available on the web-site: [HERE](#)

## **Concurrent Enrollment**

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

## **SCHOOL LUNCH PROGRAM**

iLEAD AV Exploration offers a school lunch program. iLEAD AV Exploration offers healthy meals every school day because children need healthy meals to learn. Learners attending on-site workshops for two hours or more will be offered one free meal of charge during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. Please see the iLEAD AV website at [www.ileadav.org](http://www.ileadav.org)

## **TRANSPORTATION**

iLEAD AV Exploration does not provide transportation. Families need to arrange their own transportation to and from campus/studio.

## **LOTTERY GUIDELINES**

As a charter school, iLEAD AV Exploration is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

## SECTION 4:

# LEARNER CONDUCT

### EXPECTATIONS FOR SCHOOL BEHAVIOR

iLEAD AV Exploration strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own learning and behavior. As a framework for this, we have expected learning results.

At iLEAD AV Exploration we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our iLEAD AV Exploration expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their iLEAD AV Exploration throughout the year.

### Consequences

In addition to Love and Logic, our school focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

There are age appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.

- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what [they](#) could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental/guardian supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

## Suspension/Expulsion Procedures

Rules of suspension and expulsion must follow due process mandates. They are stated below.

### Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

### Expulsion

- Only the School Director can recommend expulsion. *EDN 48900*
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:

- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

## Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

## Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- CAASPP (California Assessment of Student Performance and Progress): Grades 3-8 and 11 in the spring
- CAST Science (California Science Test): Grades 5 and 8 in the spring
- Physical Fitness Test: Grades 5, and 7 during the second semester
- MAP (Measures of Academic Progress) Growth Test\*: Grades TK-8 in the fall and spring

*\*Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. Refusal to participate will result in limited choices of instructional funds.*

## Academic Dishonesty

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee.

### **Parent/Guardian Responsibility**

Parents/guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned.

### **Electronic Nicotine Delivery Systems (E-Cigarettes)**

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

### **Student Search**

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

### **Release of Learner to Peace Officer**

If an iLEAD AV Exploration official releases a learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify the parent/guardian or a responsible relative of the learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

## SECTION 5:

# LEARNING PERIOD EXPECTATIONS

### ASSIGNMENT WORK RECORD (AWR)

The Assignment Work Record (AWR) lists assignments and activities that must be completed by the learner during each learning period. The EF ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR in collaboration with the learner. The unique learning styles of each learner are considered when work is assigned. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement.

The AWR reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

- Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- Time Value:** The assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines. <https://www.cde.ca.gov/fg/aa/pa/instructionaltime/table.asp>

## LEARNING PERIOD MEETINGS

Learners and/or parents/guardians must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. The facilitator will assign work each week in SeeSaw.. Learners are expected to keep up with their assignments each day. Late or missing assignments will negatively affect attendance, which could result in truancy. All work assigned in SeeSaw must be completed and turned in by the last day of the learning period in order to receive daily attendance. Should an emergency arise, the parent/guardian or learner should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from iLEAD Charter School's independent study program.

## MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss the body of work assigned in the AWR by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
  - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.
- Have the learners first and last name written on the sample.
- Have the date the learner completed the assignment written on the sample.
- Have the subject listed on the sample (ie Language Arts, Math, Science, Social Studies).

If the educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the educational facilitator may assign additional work or ask the learner to revise what they have already submitted.

## LEARNING LOG

Parents/Guardians must sign a monthly learning log confirming learner engagement in educational activities on school days. Parents/Guardians will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
<b>LP1</b>	9/16/22	<b>LP6</b>	3/10/23
<b>LP2</b>	10/21/22	<b>LP7</b>	4/7/23
<b>LP3</b>	11/18/22	<b>LP8</b>	5/12/23
<b>LP4</b>	12/16/22	<b>LP9</b>	6/16/23
<b>LP5</b>	2/10/23		

## SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.



## SECTION 6:

# TECHNOLOGY

### INTERNET USAGE

iLEAD AV Exploration learners are given many choices to support and supplement instruction. Before using the internet, parents/guardians and learners should read the "Network Use Guidelines" below. All parents/guardians and learners utilizing the complimentary online subscriptions must also sign the online consent form.

### NETWORK USE GUIDELINES

Please read the following carefully. This will give information about the privileges and responsibilities of using the Internet as part of the learner's educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, iLEAD AV Exploration uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that iLEAD AV Exploration remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. iLEAD AV Exploration takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of iLEAD AV Exploration

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

## **NETIQUETTE (Network Etiquette)**

The use of the Internet requires that learners abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.
6. Security on any computer system is a high priority, especially when the system involves many users. If a learner feels they can identify a security problem, they must notify iLEAD AV Exploration staff.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

## **SUPERVISION AND MONITORING**

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

## **CYBERBULLYING**

iLEAD AV Exploration provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

## **SECTION 7:**

# **POLICIES AND PROCEDURES**

### **ACCELERATION AND RETENTION PROCEDURES**

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

### **ASBESTOS MANAGEMENT PLAN**

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact [AVExplorationRegistrar@ileadav.org](mailto:AVExplorationRegistrar@ileadav.org).

### **BULLYING**

iLEAD AV Exploration is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact [terri.budke@ileadexploration.org](mailto:terri.budke@ileadexploration.org) to assist you in identifying and stopping this behavior.

### **CHILD ABUSE AND NEGLECT REPORTING**

iLEAD AV Exploration is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

### **CIVILITY ON SCHOOL GROUNDS**

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

## COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the facilitator. If the concern is not resolved, please bring this concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

## CUSTODY ISSUES AND EDUCATIONAL RIGHTS

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights or access to school records, both parents/guardians will have access to educational records. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

## DIRECTORY INFORMATION

"Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. Directory information may be disclosed without prior consent from the parent/guardian unless the parent/guardian declines upon registration denying access to their pupil's directory information.

## DISEASE PREVENTION STRATEGIES

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

- Children should be fever free for 24 hours before coming to in person events.

## **DRUG AND ALCOHOL/TOBACCO PREVENTION**

iLEAD AV Exploration school functions as a drug, alcohol, and tobacco free workplace.

## **ELECTRONIC LISTENING OR RECORDING DEVICE**

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

## **EMERGENCY AND HEALTH PROCEDURES**

### **Emergency Medical Authorization**

Each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, email [AVExplorationRegistrar@ileadav.org](mailto:AVExplorationRegistrar@ileadav.org)

### **Learner Medications Assistance**

If a learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent/guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at iLEAD AV Exploration. This form is available in the front office or on the iLEAD AV Exploration website at: [www.ileadav.org](http://www.ileadav.org).

### **Emergency Treatment for Anaphylaxis**

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

## **Entrance Health Screening**

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

## **Oral Health Assessment**

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

## **Immunizations**

Learners are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunization records for each learner during enrollment. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

## **Physical Examination**

A parent/guardian may file annually with the school director a written statement, signed by the parent/guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

## **EMERGENCY PROCEDURES**

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the iLEAD AV Exploration learning studio. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency occurs when the learners are at an offsite iLEAD event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the learning studio, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade.

Parents/guardians can not leave the premises without signing out the learner.

## **FACILITATOR QUALIFICATIONS**

Parents/Guardians may request the following regarding their child's facilitator(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

## **FIELD STUDIES**

Throughout the school year, learners may take trips, often planned through facilitator and parent/guardian collaboration. These trips enhance iLEAD AV Exploration's curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in iLEAD AV Exploration's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

## **FOSTER AND HOMELESS YOUTH**

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: Terri Budke, School Director, for more information on services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

## **GUN-FREE SCHOOL ZONE ACT**

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the School Director. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A



violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

## **HARM OR DESTRUCTION OF ANIMALS**

Any learner with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the learner's parent/guardian.

A learner who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

## **LCFF and LCAP**

The school LCAP is available for viewing on our website and is updated annually.

## **MENTAL HEALTH AND SUICIDE PREVENTION POLICY**

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, you may contact the following mental health provider Terri Budke at 661-494-7442. Our school will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, by including information in our Monday Message.

## **NON-DISCRIMINATION**

iLEAD AV Exploration is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in

School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebooks will be updated. Please contact Terri Budke at 661-494-7442 or via email at [terri.budke@ileadexploration.org](mailto:terri.budke@ileadexploration.org) if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

## **PESTICIDE USE**

iLEAD AV Exploration may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

## **PROPERTY DAMAGE**

Parents/Guardians will be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

## **PUPIL FEES**

iLEAD AV Exploration is a tuition-free public school and does not have any mandated fees.

## **SAFE PLACE TO LEARN ACT**

iLEAD AV Exploration is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at 661-494-7442

## SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on <http://sarconline.org> and is updated annually.

## SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at iLEAD AV Exploration. This plan is available upon request from the school office.

## SERVICES TO DISABLED LEARNERS

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

### Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

### Instruction for Pupils with Temporary Disabilities

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact [AVExplorationRegistrar@ileadav.org](mailto:AVExplorationRegistrar@ileadav.org) or further information. Charter schools are not allowed to provide Home Hospital.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If

necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

## SEXUAL HARASSEMENT

iLEAD AV Exploration is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: 661-494-7442

## STUDENT RECORDS

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a pupil's development and educational progress. The School will protect the privacy of such records. Parents/Guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access pupil records without parental/guardian consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

The parent/guardian's request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents/guardians for a fee of per page.

Any challenge to school records must be submitted in writing to [AVExplorationRegistrar@ileadav.org](mailto:AVExplorationRegistrar@ileadav.org). A parent/guardian challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

**FERPA:** The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds

under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Pupil Records Obtained from Social Media:** The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

## SUDDEN CARDIAC ARREST

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A learner who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the facilitator or authorized person reasonably believes that the symptoms are cardiac related. A learner who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the learner and the learner's parent/guardian before a learner participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

## SURVEYS

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

## TITLE IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in

any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Terri Budke, Director of North LA County Exploration, 2110 West Ave K, Lancaster, CA 93536, [terri.budke@ileadexploration.org](mailto:terri.budke@ileadexploration.org), and 661-494-7442.

## **WILLIAMS COMPLAINT POLICY & PROCEDURES**

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at

[https://ileadhybrid.org/wp-content/uploads/2020/02/charter\\_school\\_complaint\\_ad-hybrid-online-empower.pdf](https://ileadhybrid.org/wp-content/uploads/2020/02/charter_school_complaint_ad-hybrid-online-empower.pdf).

Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

## **SECTION 8:**

# **COMMUNICATION**

## **COMMUNICATION METHODS**

### **WEBSITE**

The best way to keep updated with current events and activities at iLEAD AV Exploration is via the website: [iLEADAV.ORG](http://iLEADAV.ORG)

### **MONDAY MESSAGE**

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the iLEAD Charter School website homepage Click [HERE](#) to sign up!

### **SOCIAL MEDIA**

You can follow our journey at [FACEBOOK](#), [INSTAGRAM](#), and [TWITTER](#).

### **CLASS NEWSLETTERS/WEBSITE**

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

### **PHONE/TEXT**

You will receive periodic phone calls and/or texts from our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: [AVExplorationRegistrar@ileadav.org](mailto:AVExplorationRegistrar@ileadav.org)

## **SECTION 9:**

# **FAMILIES AND iLEAD AV EXPLORATION WORKING TOGETHER**

## **FAMILY PARTICIPATION EXPECTATIONS**

### **LEARNING PERIOD MEETINGS**

It is important that families participate in all scheduled Learning Period Meetings. These are essential to your child's success!

### **TRADITIONS**

At iLEAD AV Exploration we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multicultural Feast (Fall)
- Winter Production (Winter)
- Spring School Community Event

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the iLEAD AV's website. [ileadav.org](http://ileadav.org)

### **ANNUAL FAMILY GIVING**

Annual Family Giving is a tradition at many charter schools in California. As a charter school, iLEAD AV Exploration receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, iLEAD AV Exploration directly pays the lease for our buildings.

The iLEAD AV Exploration Annual Family Giving Campaign donations directly benefit every learner by providing hands-on curricula, state-of-the-art technology, field trips, college visits, art materials, professional development, and the day-to-day operating expenses that are not funded by the state of California.

The Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to iLEAD AV Exploration. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.



## SECTION 10: GOVERNANCE

### HISTORY

iLEAD AV Exploration's Governing Board is composed of community leaders passionate about providing innovative educational opportunities within the Antelope Valley. Each of these Board members came to iLEAD AV Exploration with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the iLEAD AV website.

### SCHOOL GOVERNANCE

iLEAD AV Exploration is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While iLEAD AV Exploration's charter authorizing agency is the Acton Agua Dulce School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current iLEAD Hybrid Board of Directors can be found on the iLEAD AV's website: [ileadav.org](http://ileadav.org)

Decisions made by the Board will be on a majority basis. The Board will oversee iLEAD AV Exploration's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of iLEAD AV. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.

*iLEAD Schools is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, and a literature based program. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.*

## ATTACHMENT A

### MAKER SERVICES:

#### TIER 1 Curriculum, Instruction and ~~Assessment~~ Engagement

- ~~● Training, coaching and support in the iLEAD model of Project Based Learning (PBL) with a focus on PBL culture, the iLEAD Design Guide for planning, assessments, best practices, academic rigor and the integration of state and organizational learner outcomes (standards, 7 Habits, iLEAD Learner Outcomes.)~~ Duplicative so removed and fine tuned below
- Provide professional learning to support full implementation of the iLEAD instructional model as identified in the iLEAD Design Element Alignment Lens (iDEAL).
- Coaching and support with the planning and execution of Project Based Learning/Problem Based Learning individual projects, by including building individual and team capacity, project ideas, project tune ups (tuning, Critical Friends protocols), and guidance through specific organization-wide projects such as *Dream Up to Space*, *Soaring Aeronautics*, *The Personal Project*, *Mini PCR*, *Math Identity Project*, etc.
- Provide monthly new facilitator onboarding
- Curriculum training, coaching and support of specific content-based programs focusing on rigorous TK-12 literacy, math, science, humanities/social studies, and STEAM (Science, Technology, Engineering, Arts, and Math) programs, which includes implementing all elements of the iLEAD model.
- Training, coaching and support of school leaders, classroom staff, and other staff in the development of a positive and supportive school culture, including but not limited to the ~~iLEAD Design Element Alignment Lens~~ through the iDEAL process.
- Training, coaching and support with school-wide self-study and program assessments, using the ~~iLEAD Design Element Alignment Lens (iDEAL)~~ iDEAL process for optimization and goal-setting purposes.
- Training, coaching and support of iLEAD's iRESPECT model of classroom management and climate, including 7 Habits, Love and Logic, and ~~iRESPECT~~ Restorative Practices.
- Professional learning is provided on-site and remotely, to support full implementation of the iLEAD instructional model with fidelity as defined in iDEAL.
- ~~● Implementation and support for a variety of regular formative benchmark assessments in core subject areas such as NWEA MAP testing, writing literacy as well as any summative State.~~ Duplicative, listed below in Measuring Effectiveness
- ~~● Training, coaching and support in the area of data analysis and assessments, utilizing the iLEAD data protocol.~~ Moved to Measuring Effectiveness section
- ~~● Development, implementation, and sustainability of monthly data protocols with the key focus on utilization of the collected data in order to inform and aid in the improvement of the instructional program as well as individual learner achievement.~~ Moved to Measuring Effectiveness section

- ~~• Coordination for participation in the GALLUP poll and employee badging system.~~  
Moved to Measuring Effectiveness section with new wording
- ~~• Access to *Being Makers* website education resources and PBL project bank.~~ Moved to Measuring Effectiveness section
- Support family engagement through providing training to families to better understand aspects of iLEAD's educational model. Moved here from Extra Curricular and School Support

#### ~~PROGRAM ASSESSMENT~~ MEASURING EFFECTIVENESS New title and section moved up to be with Makers

- Implementation and support for a variety of regular formative benchmark assessments in core subject areas such as NWEA MAP testing, writing, and literacy, as well as any summative state-mandated assessments.
- Development, implementation and sustainability of ~~monthly data protocols~~ regularly scheduled data meetings with the key focus on utilization of the collected data in order to inform and set goals to aid in the improvement of the instructional program as well as individual learner achievement.
- Training, coaching and support in the area of data analysis and assessments, ~~utilizing the iLEAD data protocol.~~
- ~~• Development, implementation, and sustainability of monthly data protocols with the key focus on utilization of the collected data in order to inform and aid in the improvement of the instructional program as well as individual learner achievement.~~ Duplicative so removed
- Collaboration with educational partners in the self-evaluation of the iLEAD instructional model implementation with fidelity. Documenting and reporting of the model implementation for the school board and authorizing agency.
- ~~• Coordination of participation in the GALLUP poll and the employee badging system for professional learning opportunities.~~
- Design, coordinate, and collect survey data to improve practices
- Access to the *Being Makers* website education resources, iLEAD Science and Aerospace Projects website, Mathemagical Mindsets website, Brightspace educational resources, and PBL project bank.

#### ~~OTHER EDUCATIONAL SUPPORT SERVICES~~ ADDITIONAL LEARNER SUPPORT SERVICES:

- Training, coaching and support, and assistance with monitoring and assistance operating programs and compliance for English Learners.
- Training, coaching, and assistance with monitoring programs and compliance for Foster and Homeless Youth.
- Training, coaching and support, and assistance with monitoring Student Support programs programs and compliance of programs that provide additional learner support.

Key:  
Purple: change noted  
Blue: new  
Black strikethrough: removed

- Representation at required SELPA meetings (such as CEO Council, Executive Council, PLC, etc.)
- Assist<sup>ance</sup> with SELPA communications
- Assistance through due process and mediation when necessary, including communications with legal counsel.
- ~~Assist with monitoring data and fixing errors in SEIS (Special Education Information System) to ensure data is uploaded correctly into state system~~ In <sup>iCA SPED Agreement</sup>
- Support and training to promote equity, diversity <sup>and inclusion amongst learners, staff and other educational partners.</sup>
- Develop <sup>and/or assist with implementing</sup> Multi-Tiered Systems of Support (MTSS)
- ~~Support with Upper School programs may include UC A-G approval process and annual updating, agreements with Community Colleges and Universities, IB accreditation support, NCAA accreditation, WIOA/Job Corp partnerships, CTE pathway development, and academic counselor collabs.~~ <sup>Moved to Special Program section below</sup>
- ~~Support WASC accreditation and renewal~~ <sup>Moved to Compliance and Reporting section below</sup>
- ~~Support with charter approval and renewal~~ <sup>Duplicative of service in School, Community and Authorizer Relations around renewal work</sup>

#### **SPECIAL PROGRAMS:** <sup>New section</sup>

- ~~Support with Upper School programs may include UC A-G approval process and annual updating, agreements with Community College and Universities, IB accreditation support, NCAA accreditation, WIOA/Job Corp partnerships, CTE pathway development, and academic counselor collabs.~~ <sup>Reworked below</sup>
- Support with Upper School programs, which may include college/career indicators (UC A-G approval, College Credit Courses, college/career pathways, IB accreditation support, AP testing, graduation rates, etc.) and provide academic counselor support.
- Support accreditation, partnerships and approvals, which may include NCAA accreditation, WIOA partnerships, and work-based learning.
- Support schools in international educational opportunities such as international field studies, cross-cultural opportunities and projects with schools in other countries.
- Support schools in development and implementation of dual language immersion programs.
- Support schools in the development and implementation of play-based learning.

## LEADERSHIP SUPPORT:

- Leadership coaching of **the** school and ~~site~~**program** directors with the focus on leadership roles and responsibilities, building of the professional culture, co-leadership and staff support, community relations, resource management, board relations, reflective supervision, site maintenance and other leadership elements.
- Coaching for Leadership Residents to build capacity as a future School Director and support current role at school with best practices.
- Training provided through participation in monthly Leadership Connections, School Director Collaborative, ~~on-going~~ **ongoing** leadership coaching, and reflective supervision which includes assisting site leaders in development.
- Support School Directors with goals developed through reflective supervision with their school's governing board. At the end of the year, a recommendation will be prepared by iCA of the site leader's progress toward goals to assist the board in its review and evaluation of the **program director**.

## ~~PROGRAM ASSESSMENT:~~ Entire section moved up to top by Makers

## ~~EXTRACURRICULAR AND SCHOOL SUPPORT:~~

- ~~Advise and provide guidance in development, growth and maintenance of the school's extracurricular programs including sports, clubs and other groups.~~
- ~~Advise and support the school director and staff in the establishment and maintenance of support groups such as booster clubs and other parent support groups.~~
- ~~Provide guidance and support in the planning and development of school and program wide philanthropic fundraising efforts.~~
- ~~Support family engagement through providing training to families to better understand aspects of the iLEAD educational model.~~ This was moved up to section on Makers

## **SCHOOL, COMMUNITY AND AUTHORIZER RELATIONS**

- Support development and maintenance of community relations which could include local and national politicians, local chambers of commerce, local business and community leaders, local and regional media outlets (i.e., "Eye of the Valley" weekly iLEAD radio show)
- Professional educational writing services to highlight and promote school programs, activities and achievements both internally via network platforms and intranet and externally via the Being Makers website and outside professional periodicals such as *Getting Smart-Innovations in Learning* (among others).

Key:

Purple: change noted

Blue: new

Black strikethrough: removed

- Development and curation of relationships with the state and national charter organizations including but not limited to CSDC, CCSA, ACSA, NAPCS, etc.
- Development and maintenance of relationships with charter authorizing agencies, including communication and coordination of compliance, monitoring, and renewal.
- Planning, hosting, and execution of the Annual iLEAD California All-Staff Retreat, including hospitality, team building, and annual school year launch.  
Moved up from Other Services section

~~HUMAN RESOURCES~~ **EMPLOYEE SERVICES:** Changed title, moved it up from below, and reworked section to reflect all services provided

## COMPLIANCE

- Setup and maintenance of the employee files, facilitate establishment of policies and procedures to help ensure compliance with state and federal requirements.
- Establish employment policies and procedures that align to state and federal compliance.

## EMPLOYEE RELATIONS

- When new positions are created and/or if a current position evolves, support with creating and maintaining job descriptions for sites to reflect accurate duties.
- Provide coaching on ~~human resource~~ employee service matters.
- Assistance with employee relations, reflective supervision, employee evaluation, process guidance and pre-mediation services to address employee grievances.
- Coordination of the new teacher induction process.
- Compensation/Pay Analysis
- Monitoring and advising on the process in the compliance requirements of California educator licensing, credentialing, and enforcement of validity and renewal.
- Employee survey creation, collection and analysis
- ~~Creating and maintaining job descriptions~~

## ON/OFF BOARDING, LEAVES, AND WORKER'S COMPENSATION

- Facilitate ~~the~~ hiring and onboarding. As applicable, verification and tracking of DOJ clearance, TB tests, as well as credential information.
- Staff induction including onboarding, benefits enrollment (when applicable), and enrollment in appropriate platforms including email, communication platforms, LMS, etc.
- Facilitate off-boarding of employees of employment termination.
- Develop employment agreements for in-state and out-of-state personnel.
- Facilitate employee leaves and medical issues.

- Facilitate employee process for worker's compensation.

## PAYROLL

- Payroll setup, processing, payroll accounting, payroll reporting and payroll record maintenance as well as processing of the W2 and 1099 forms.
- Time accounting
- Payroll accounting and reporting (W2 and 1095)

## BENEFITS

- Assistance in employee enrollment into employee benefit plans, and assist employees in benefit questions and issues.
- Assistance and support in obtaining quotes, implementation, administration and processing of the employee benefits (health, dental, vision, life insurance, etc.) and retirement plans.

## TALENT ACQUISITION

- Coordinate, organize and execute hiring events (such as Star Search and Leadership Café) on school campuses or at an iCA space.
- Assistance and support in recruitment of the Client's school director and other leadership staff, including posting job descriptions, monitoring applications, applicant searches, vetting and presenting candidates to the client's school's governing board and/or school leadership.
- Assistance and support in recruitment of ~~facilitators, Special Education staff, Care Team etc.,~~ staff, including creating job descriptions, posting job descriptions, monitoring applications, and vetting and presenting candidates to the school leadership.

## TECHNOLOGY FUNCTIONS:

- Development of network infrastructure and design. Voice Over Internet Phone solutions, purchase, and deployment. Serve as a point of contact with network and infrastructure vendors.
- Maintain network security, maintenance, troubleshooting and infrastructure updates. Serve as point of contact with the school's internet service provider and equipment vendors, including web security software.
- Assistance in the development of technology policies. i.e. "Bring Your Own Device" and "Internet Use Policy"
- Implement and administer platforms and systems to include G-Suite email system, student information system, learning management system, user account monitoring and platform setup and maintenance support.
- Provide technical support via ticket system, coordinating with site staff and local vendors or contractors for additional device and infrastructure support when needed.

- Act as primary contact/vendor relations for required platforms and systems. Coordinate with compliance on other recommended platforms and systems.
- Oversee employee and learner IT onboarding/offboarding processes.
- Provide staff, learners and families with online testing technical support.
- Assist sites with inventory management, including device updates, refresh schedule and procurement.
- Serve as Category One ERate Coordinator, working closely with the site and the contracted ERate Consultant.

#### **BOARD SUPPORT:**

- Support board members and school staff teams in relationship building, governance processes required by CA Public Schools, and board meeting procedures.
- Training for board members about their role and effective board governance as well as assistance to board on policy development based on requirements and best practices.
- Training and support for board members on IT board platforms used to govern.
- Attendance at governing board meetings in person, over the phone or online in order to present vital school data to allow board members to make informed decisions. ~~the year to date financial statements and analysis of the school's financial position as well as the provision of the operator report.~~
- Assistance to governing board in timely preparation of required notices and board agendas pursuant to Ralph M. Brown Act as well as provision of the platform to publish board meeting agendas, record board meeting minutes and maintain board meeting archives.
- ~~Prepare reports for the Boards to allow them to make informed decisions.~~
- Coordination with the school's consultants and legal counsel for the governing board as needed.
- Publish, store, archive all documents related to board meetings and school documents.
- Support to file the corporate Statement of Information and updates as needed.

**ACCOUNTING AND FINANCIAL SERVICES:** Section was reworked to add headers and fine tune, old section is listed below with strikethrough. No services were removed

- **Payroll Accounting.** Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements.
- **Benefits Accounting.** Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements.
- **Accounts Receivable and Payable.** Reviewing and processing invoices and payments, collections, deposits and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the process of verification of received goods and services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures.



- **Annual Tax Reporting.** Prepare and submit accounts payable vendor' 1099s. Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed.
- **General Ledger Maintenance and Reconciliation.** Setup and maintenance of organization's chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries and balance sheet reconciliation.
- **Internal Controls, Fiscal Policies.** Provide technical training and support on accounting procedures and best practices for financial risk management services related to the review and implementation of the Client's policies; including training on internal controls. Provide guidance and advice on fiscal compliance and best practices to school site staff.
- **Budget Development and Forecasting.** Support in budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multi-year projections, development of cash flow projections and budget revisions, managing of cash flow and lines of credit, as applicable.
- **Board Reporting.** Provide regular financial reporting to school's board.
- **Authorizer Financial Reporting.** Preparation and filing of the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by authorizing agency.
- **Federal and State Systems & Reporting.** Development and preparation of the additional financial reports required for federal, state and authorizing agency reporting, as applicable, such as LCAP, federal and state grant fund financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, tracking use of federal funds.
- **Audit Support.** Review auditor contract; preparation of financial documents for the auditors and assistance to the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit.
- **Accounting Platform & Reporting System.** Set up and maintain core financial accounting platforms and additional components designated as necessary.
- **Bonds, Loans, Special Projects Support.** Option Project Services fees to be determined at the time of the project for additional financial projects, such as optional or one-time state or federal funds, bonds, loans, grants.
- **Developing Financing, Capital, Credit.** Assistance and support to client as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt.
- **Strategic Financial Planning Support.** Strategic support, coordination, and assistance to client in charter renewal, and cooperation in authorizing agency and program audits. Consult with client leadership regarding strategic planning, with a

Key:

Purple: change noted

Blue: new

Black strikethrough: removed

focus on the evaluation of financial resources, budget scenario development, and growth potential.

- ~~Accounts receivable and payable services consisting of reviewing and processing invoices and payments, collections, deposits and transaction recording according to the generally accepted accounting practices and standards. Payroll accounting. Provide technical training and support to staff on compliant accounts payable and receivable systems, processes, and procedures.~~
- ~~Purchase order processing, assist school staff in the process of verification of received goods and services and evaluation of the vendor performance and quality of services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures~~
- ~~Setup and maintenance of organization's chart of accounts and general ledger, monthly bank reconciliation, journal entries and balance sheet reconciliation. Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls to support clean audits. Coordinate and support annual financial audit.~~
- ~~Risk management services related to the review and implementation of the Client's policies; including training on internal controls.~~
- ~~Prepare and submit 1099s~~
- ~~Support in budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multi-year projections, development of cash flow projections and budget revisions, managing of cash flow and lines of credit, as applicable. Strategic support, coordination, and assistance to client in charter renewal, and cooperation in authorizing agency and program audits. Consult with client leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget scenario development, and growth potential.~~
- ~~Preparation and filing of the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by authorizing agency~~
- ~~Assistance and support to client as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt.~~
- ~~Assist in additional financial projects, such as optional or one-time state or federal funds, bonds, loans, grants. Option Project Services fees to be determined at the time of the project.~~
- ~~Review auditor contract, preparation of financial documents for the auditors and assistance to the auditors to help ensure a smooth and timely audit process.~~
- ~~Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing.~~
- ~~Support to file the corporate Statement of Information and updates as needed.~~

- ~~● Development and preparation of the additional financial reports required for federal, state and authorizing agency reporting, as applicable, such as LCAP, federal and state grant fund financial reports, as well as special education compliance and reporting.~~
- ~~● Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, tracking use of federal funds~~

## COMPLIANCE AND REPORTING:

- Assistance with the development of the internal attendance recording procedures, quarterly attendance data analysis and provision of the attendance reports to the authorizing agency, as applicable.
- Maintenance, preparation and filing of state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year reporting. In addition, preparation and filing of CBEDS reporting and Civil Rights Reporting.
- Technical training and support with the Student Information System
- Support and guidance with the development of the School Accountability Report Card (SARC)
- Support and guidance with the development of the Local Control Accountability Plan (LCAP)
- Support WASC accreditation and renewal
- Support NCAA accreditation
- Support preparing all state and local required paperwork
- ATSI and Differentiated Assistance support
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program (NSLP)

## FACILITIES:

### SAFETY COORDINATION AND SUPPORT

- Emergency Operation Plan (EOP) compliance and support
- Support ~~Oversee~~ and monitor monthly, semester and quarterly drills and compliance checklists
- Provide document detailing utilities and contracted services for each site
- Set up appointments and oversee fire certifications and renewals

### OPERATION; **S** AND MAINTENANCE

- Assistance and support in establishing procedures for school and/or administrative facility operations and uses of space, monitoring use of space, performing minor facility maintenance and repairs.

Key:  
Purple: change noted  
Blue: new  
Black strikethrough: removed

- Assistance with vendor search and contract negotiations for facility maintenance and repair, cleaning, logistics and transportation services for the school, as applicable.
- ~~Establish and implement a~~ ~~Creating~~ ~~process~~ ~~to vet contracted services~~ ~~producing in order~~ ~~to produce~~ a list of reputable service providers.

~~OTHER SERVICES:~~ This item was moved up to School, Community and Authorizer Relations

- ~~• Planning, hosting, and execution of the Annual iLEAD California All-Staff Retreat, including hospitality, team building, and annual school year launch.~~

## **CAROL SIMONEAU PROFESSIONAL DEVELOPMENT, LLC**

**COGNITIVE COACHING AND ADAPTIVE SCHOOLS**

**THINKING COLLABORATIVE CO-DIRECTOR**



**3013 East Sunflower Drive**

**Derby, KS 67037**

**785-243-0889 (cell)**

**carolsimoneau@gmail.com**

**[www.thinkingcollaborative.com/leadership/](http://www.thinkingcollaborative.com/leadership/)**

### **PERSONAL SERVICES CONTRACT**

This Agreement made this 10<sup>th</sup> day of June, 2022, by and between iLEAD California (hereinafter referred to as “District/Company”), and Carol L. Simoneau of Carol Simoneau Professional Development, LLC (hereinafter referred to as “Consultant”), acting as an independent consultant and not as an employee of District/Company, who resides at 3013 E. Sunflower Drive, Derby, KS 67037.

For the mutual consideration and covenants contained herein, District/Company and Consultant agree as follows:

1. Consultant will perform the following services:
  - Plan and present 8 Days of the Cognitive Coaching Foundation Seminar®.
  - Plan and present 2 Days of Cognitive Coaching Refreshers for prior participants
    - The services will be performed at: iLEAD, site **TBD**, on the following dates:
      - September 29-30, 2022—Days 1-2 for cohort 2
      - November 2, 2022—refresher for cohort 1
      - November 3-4, 2022—Days 3-4 for cohort 2
      - February 14-15, 2023—Days 5-6 for cohort 2
      - April 24, 2023—refresher for cohort 1
      - April 25-26, 2023—Days 7-8
2. Either party may terminate this Agreement, with or without cause and except as noted herein without further liability, by providing thirty (30) days prior written notice to the other party. In the event District/Company terminates the Agreement, District/Company shall reimburse Consultant for any and all expenses incurred by Consultant prior to Consultant’s receipt of the written notice of termination, including airline change fee.
3. District/Company shall pay the following fee(s) to Consultant for services performed hereunder:

- \$3000 per day of presentation—10 days @ \$3000 = **\$30,000** total fee
- The fee shall be paid by District/Company to Consultant as follows:
  - \$6000 within 30 days after receipt of invoice.

In addition to paying the above fee(s), District/Company agrees to (check one or both items:

☐ make and pay for Consultant's travel and hotel reservations.  
☒ reimburse Consultant for all travel, lodging, meals and related expenses paid directly by Consultant, based on receipts provided.

These reimbursable expenses are estimated to be:

- 18 nights of hotel stay—approximately \$4500
- Airfare from Wichita, KS to Burbank, CA approximately \$2800
- Car Rental—approximately \$3000
- Meals—approximately \$350

**Estimated total expenses: \$40,650**

All fee payments and reimbursements will be mailed to Consultant as follows:

Carol Simoneau Professional Development, LLC  
 3013 E. Sunflower Drive  
 Derby, KS 67037  
 Tax ID #

4. In the event of an act of God or other legitimate condition beyond the control of a party, which renders the performance of the contract obligations impossible, impractical or unfeasible, the affected party has a right to cancel this Agreement. In the event District/Company cancels the Agreement, District/Company shall reimburse Consultant for any and all expenses incurred by Consultant prior to Consultant's receipt of the written notice of cancellation.
5. This Agreement contains the entire Agreement between the parties and all prior negotiations and agreements are merged herein. No amendment or revision of the Agreement shall be effective, unless signed by both parties.
6. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

**DISTRICT/COMPANY**

**CONSULTANT**

By: \_\_\_\_\_

\_\_\_\_\_  
 Carol L. Simoneau

Date: \_\_\_\_\_

Date: 6/10/2022

# iLead Schools

partnering with  
**SOAR TEAM, INC.**

**Monday, October 10<sup>th</sup>, 2022**  
**Salvation Army Camp Daley / Calabasas, California**

## **SERVICES TO BE PROVIDED**

**SOAR Team, Inc. (hereafter referred to as SOAR)** will provide the following services in support of a comprehensive program designed to meet the goals and objectives of iLead Schools. The program will be designed and conducted using commonly accepted practices and procedures in experience-based training and development.

## **PROGRAM DEVELOPMENT**

### **Comprehensive Needs Assessment:**

**SOAR** will discuss the needs of iLead Schools with Laura Henriquez, program representative prior to the program date. This needs assessment will assist **SOAR** in choosing activities and initiatives to best suit the groups needs and compliment the direction of the team.

### **Scheduling and Sequencing of Initiatives:**

**SOAR** proposes a schedule that will bring about a logical and progressive flow of experiences. **SOAR** will consult with Laura Henriquez, to determine the exact schedule and sequence of activities. Laura Henriquez will be encouraged to provide insights and suggestions to assist in specific needs of the group.

### **Participant Information:**

Advance notice to all participants is recommended concerning appropriate dress, safety concerns, and general objectives of the program. They should be assured that **SOAR** operates on a “**Challenge By Choice**” philosophy and that each participant has the right to choose the level at which they participate. **SOAR** requires all participants / parent or legal guardian to complete a **Participant Agreement** form prior to each program. This form is designed to disclose possible risks of involvement in experiential programming and adventure based activities.

### **Program Equipment:**

**SOAR** will supply all equipment and materials necessary to conduct training activities.

### **Personnel:**

Loren “Big Red” Werner is the principal of **SOAR**. **SOAR** will staff the program with the appropriate number of professional facilitators based upon the number of participants attending. All Professional Facilitators are qualified and specifically trained to work within the scope of each individual program.

**Declaration of Safety Precautions:**

All **SOAR** programs are conducted with primary attention to safety concerns and strict adherence to established safety practices. All initiatives will be designed and conducted in compliance with safety standards that represent the best practices of the profession.

**Indemnity**

**SOAR** and iLead Schools herein agree for all events conducted by **SOAR** on any site.

iLead Schools shall indemnify, hold harmless, assume liability for and defend **SOAR**, its chartered affiliates, agents, servants, employees, officers and directors from any and all costs, and all other sums, which **SOAR** is obligated to pay on account of any, all and every demand, claim or assertion of liability founded upon or arising out of any actual or alleged incident of personal injury or property damage except where caused by the active negligence, sole negligence or willful misconduct of **SOAR**.

**GENERAL SCHEDULE****Monday, October 10th**

11:00am – 11:15am	SOAR Welcome & Introduction
11:15am – 12:30am	Low Teambuilding Activities & Initiatives
12:30pm – 1:30pm	Lunch (Provided By Camp Daley)
1:30pm – 5:30pm	Teambuilding Activities & Initiatives Resume



## THE INVESTMENT

### SOAR Program Fees: \$45,000.00

The minimum fee for the program is \$45,000.00. Each participant exceeding 600 participants will be an additional \$75.00 per participant.

### Payment Schedule:

A 50% Deposit is due and payable on or before **July 15<sup>th</sup>, 2022**. This is the amount of **\$22,500.00**. This is a non-refundable deposit.

The balance of all **SOAR** program fees are due and payable on or before **September 10<sup>th</sup>, 2022**.

### Terms and Conditions:

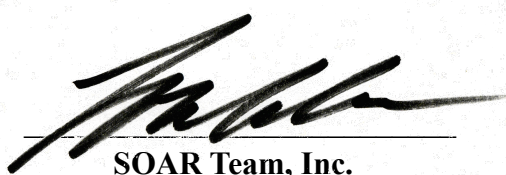
**SOAR** will need to be informed on or before **September 10<sup>th</sup>, 2022** of the estimated number of participants attending the teambuilding program. This will enable to **SOAR** to staff the program appropriately.

**SOAR** requires a thirty - day notice of cancellation (**September 10<sup>th</sup>, 2022**) for all or any part of the teambuilding program.

Any outside vendors hired by iLead Schools are the sole responsibility of iLead Schools. This includes and not limited to all agreements made with the Salvation Army / Camp Daley.

All transportation will be coordinated and the sole responsibility of iLead Schools.

Offered by **SOAR TEAM, INC.**  
*PO Box 3980, BIG BEAR LAKE, CA 92315*  
and accepted by  
**iLEAD SCHOOLS**



\_\_\_\_\_  
**SOAR Team, Inc.**

\_\_\_\_\_  
June 1, 2022  
**Date Signed**

\_\_\_\_\_  
**iLead Schools**  
  
\_\_\_\_\_  
**Date Signed**



## The Lawrence M. Daley Camp and Conference

Camp Gilmore, Camp Daley and Wilderness  
26801 Dorothy Dr.  
Calabasas, CA  
91302

p.: 818.222.6327

www.campdaley.org

# Invoice

### iLEAD Charter Schools

Laura Henriquez

29477 The Old Rd

Castaic, CA 91384

#### DATE

May 24, 2022

#### AMOUNT DUE

\$ 60,132.00

### iLEAD Charter Schools

Oct 9 - 11, 2022 ( Sun-Tue )

## Charges

Date	Description	Sub-Total	Total
05/03/2022	CC- 2 night weekend - Triple Occupancy : 1 @ \$124.00 x 100 Person	\$12,400.00	\$12,400.00
05/03/2022	Daley Cabin - Weekday : 1 @ \$50.00 x 150 Person	\$7,500.00	\$7,500.00
05/03/2022	Dinner Monday : 1 @ \$13.50 x 500 Person	\$6,750.00	\$6,750.00
05/03/2022	Lunch - Monday : 1 @ \$12.50 x 500 Person	\$6,250.00	\$6,250.00
05/03/2022	Breakfast Tuesday : 1 @ \$11.50 x 500 Person	\$5,750.00	\$5,750.00
05/03/2022	CC - weekday - Triple Occupancy : 1 @ \$57.00 x 90 Person	\$5,130.00	\$5,130.00
05/03/2022	Poplar/Willow/Sequoia - weekday : 2 @ \$90.00 x 20 Person	\$3,600.00	\$3,600.00
05/03/2022	Gilmore Cabin Weekday : 1 @ \$40.00 x 75 Person	\$3,000.00	\$3,000.00
05/03/2022	Maple/Pine - weekday : 2 @ \$82.00 x 18 Person	\$2,952.00	\$2,952.00
05/03/2022	Ropes Course: 61-80 person group: 1 @ \$19.00 x 100 Person	\$1,900.00	\$1,900.00
05/03/2022	Gilmore Lodge - weekday : 1 @ \$50.00 x 37 Person	\$1,850.00	\$1,850.00
05/03/2022	Sycamore/Oak - weekday - Triple Occupancy : 2 @ \$50.00 x 10 Person	\$1,000.00	\$1,000.00
05/03/2022	Dinner - Sunday : 1 @ \$13.50 x 50 Person	\$675.00	\$675.00
05/03/2022	Breakfast - Monday : 1 @ \$11.50 x 50 Person	\$575.00	\$575.00
05/03/2022	Paintball : 1 @ \$25.00 x 20 Person	\$500.00	\$500.00
05/03/2022	Archery : 1 @ \$10.00 x 30 Person	\$300.00	\$300.00

Please make checks payable to The Salvation Army



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91302

p.: 818.222.6327  
[www.campdaley.org](http://www.campdaley.org)

## Invoice

\$60,132.00 \$60,132.00

## Payments

	<b>Sub-Total:</b>	\$ 60,132.00
	<b>10% Deposit:</b>	\$ 6,013.20
	<b>Total:</b>	\$ 60,132.00
	<b>Total Payments:</b>	\$ 0.00
	<b>Postdated Payments:</b>	\$ 0.00
	<b>Amount Due:</b>	<b>\$ 60,132.00</b>

Please make checks payable to The Salvation Army



## The Lawrence M. Daley Camp and Conference

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May 24, 2022

Group Name iLEAD Charter Schools

Event Dates: 10/9/2022 - 10/11/2022

### PROPERTY USE AGREEMENT - WAIVER

Permission is hereby granted to iLEAD Charter Schools

Herein called the "Grantee", for the use of iLEAD Charter Schools@29477 The Old Rd, Castaic CA 91384 during the period commencing on October 9, 2022 2:00PM to October 11, 2022 12:00PM provided that The Salvation Army reserves the right to terminate the permitted use at any time, but not less than 90 days, prior to the event, upon written notice to the Grantee, in which case any deposits will be promptly refunded. All specific terms of this agreement are documented in Addendum A and incorporated here as though set forth in full.

**Please read this Waiver carefully as it affects your legal rights in the event of accident, injury, contraction of a communicable disease, infection and illness. By signing this document you are representing that you have read, understood and agree to be bound by the Terms of this Waiver.**

In consideration of the permission herein granted, the Grantee shall, to the maximum extent permitted by law, defend, indemnify, and hold harmless The Salvation Army, a California corporation, its officers, directors, employees, agents, and volunteers from and against all claims, actions, suits, liabilities, losses, damages, costs, attorneys' fees, experts' fees and/or any other expense of every nature and character, including, without limitation, any injury, loss, contraction of a communicable disease, infection and/or illness and/or contraction of a viral or bacterial infection of any kind and/or damage to property or person, including death, arising from or in connection with the use of the premises by the Grantee, except that the Grantee's obligations hereunder shall not apply to The Salvation Army's sole negligence or willful misconduct.

Without limiting the foregoing, the Grantee further agrees, to the maximum extent permitted by law, to **WAIVE AND RELEASE** The Salvation Army, a California corporation, its officers, directors, employees, agents and volunteers from any and all liability, claims, demands, suit, including without any limitation any injury, loss, contraction of a communicable disease, infection and/or illness and/or contraction of a viral or bacterial infection of any kind and/or damage to property or person, including death, arising from or in connection with the use of the premises by the Grantee, it being expressly agreed that such waiver and release includes any negligence on the part of The Salvation Army, its officers, directors, employees, agents and volunteers. The Grantee understands that by its signature below the Grantee gives up its right to sue The Salvation Army, its officers, directors, employees, agents and volunteers.

Grantee's Insurance Policy shall have limits of not less than \$1 million (\$1,000,000) as to each occurrence and \$1 million (\$1,000,000) aggregate, without sublimits unless otherwise approved in writing by The Salvation Army. Grantee's Insurance Policy shall be kept in full force and effect at all times during the terms of this Agreement and shall, by endorsement, name The Salvation Army, a California corporation, its officers, directors, employees, agents and volunteers as additional insureds. Such additional insured endorsement shall be furnished with the evidence of insurance described herein. The Salvation Army reserves the right to request higher policy limits for higher risk activities. The Grantee shall also furnish an amendment to Grantee's Insurance Policy evidencing an agreement by the Grantee's insurance carrier that Grantee's Insurance Policy shall be primary and that Grantee's insurance carrier will not seek any contribution or subrogation from any insurance coverage (primary, umbrella, or excess) maintained by The Salvation Army. Additionally, Grantee's Insurance Policy shall not be canceled or coverage reduced without first giving thirty (30) days written notice thereof to the Risk Management Department of The Salvation Army at the following address: 30840 Hawthorne Blvd, Rancho Palos Verdes, California 90275-5301. The Grantee shall also provide an endorsement to Grantee's Insurance Policy indicating that Grantee's insurance carrier has waived any rights to subrogation against The Salvation Army and the other additional insureds listed above.

#### GRANTEE:

by: \_\_\_\_\_

Date \_\_\_\_\_

#### CORPS APPROVAL: THE SALVATION ARMY CAMP

by: \_\_\_\_\_

Date \_\_\_\_\_

#### ACCEPTED: THE SALVATION ARMY, A CALIFORNIA

by: \_\_\_\_\_

Date \_\_\_\_\_



## The Lawrence M. Daley Camp and Conference

Camp Gilmore, Camp Daley and Wilderness  
26801 Dorothy Dr.  
Calabasas, CA  
91302

p.: 818.222.6327  
www.campdaley.org

May 24, 2022

Group Name iLEAD Charter Schools

Event Dates: 10/9/2022 - 10/11/2022

### RENTAL & SERVICE AGREEMENT - ADDENDUM A

**Organization:** iLEAD Charter Schools

**Address:** 29477 The Old Rd

**City/State/Zip:** Castaic, CA 91384

**Country:**

**Primary Contact:** Emilie Evenson

**Email:**

**Application Date:** May 24, 2022

**Booking Type:** ALL CAMP

**Contact Phone:** (661) 441-6883 (main)

### Dates

**Arrival Date:** Oct 9, 2022

**Arrival Time:** 2:00 PM

**Departure Date:** Oct 11, 2022

**Departure Time:** 12:00 PM

### Guests

**Expected number:** 500

**Deposit Amount:** 6013.20

**Actual Number:**

**Deposit Due** June 29, 2022

### Reservations

#### Resources

#### Activities

Name	From		To		Notes
Ropes Course	Oct 10	1:00 PM	Oct 10	5:00 PM	Time and Numbers TBD
Paintball	Oct 10	1:00 PM	Oct 10	5:00 PM	Time and Numbers TBD
Archery	Oct 10	1:00 PM	Oct 10	5:00 PM	Time and Numbers TBD

### Meals and Requests

Meal Date	Meal Type	Meal Name	Location	Number of Guests
Oct 9, 2022 5:30 PM	Dinner	Dinner	Dining Hall	50
Oct 10, 2022 8:00 AM	Breakfast	Breakfast	Dining Hall	50
Oct 10, 2022 12:30 PM	Lunch	Lunch	Dining Hall	500
Oct 10, 2022 5:30 PM	Dinner	Dinner	Dining Hall	500
Oct 11, 2022 8:00 AM	Breakfast	Breakfast	Dining Hall	500



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May 24, 2022

Group Name iLEAD Charter Schools

Event Dates: 10/9/2022 - 10/11/2022

### Financial Information

#### Charges

Date	Description	Total
May 3, 2022	CC- 2 night weekend - Triple Occupancy	\$12,400.00
May 3, 2022	Daley Cabin - Weekday	\$7,500.00
May 3, 2022	Dinner Monday	\$6,750.00
May 3, 2022	Lunch - Monday	\$6,250.00
May 3, 2022	Breakfast Tuesday	\$5,750.00
May 3, 2022	CC - weekday - Triple Occupancy	\$5,130.00
May 3, 2022	Poplar/Willow/Sequoia - weekday	\$3,600.00
May 3, 2022	Gilmore Cabin Weekday	\$3,000.00
May 3, 2022	Maple/Pine - weekday	\$2,952.00
May 3, 2022	Ropes Course: 61-80 person group	\$1,900.00
May 3, 2022	Gilmore Lodge - weekday	\$1,850.00
May 3, 2022	Sycamore/Oak - weekday - Triple Occupancy	\$1,000.00
May 3, 2022	Dinner - Sunday	\$675.00
May 3, 2022	Breakfast - Monday	\$575.00
May 3, 2022	Paintball	\$500.00
May 3, 2022	Archery	\$300.00

**Total Fees:** \$ 60,132.00

**Total Payments:** \$ 0.00

**Postdated Payments:** \$ 0.00

**Amount Due:** \$ 60,132.00

### RENTAL FEE AGREEMENT

ALL CHARGES ARE PAYABLE WITHIN 0 DAYS OF THE CONCLUSION OF THE CONFERENCE.

If you fall below the guaranteed minimum for part or all of your conference, you will meet your entire financial obligation to The Salvation Army for the full amount of the minimum guarantee. You understand that The Salvation Army may have turned down other groups and prepared rooms and food to meet your minimum. The guaranteed minimum may not be decreased except by mutual agreement.

The advanced deposit and signed Property Use Agreement will hold the dates requested. Grantee must receive Certificate of Insurance 30 days prior to the opening date of the conference. Group understands that both the advanced deposit and Property Use Agreement, including Addendum A, must be received by The Salvation Army on, or before, a 21 day period has elapsed starting the date specified at the top of page one of Addendum A. If not, The Salvation Army retains the right to make those specified reserved dates available to other groups.

### RENTAL FEE AGREEMENT

SIGNATURE

DATE



## The Lawrence M. Daley Camp and Conference

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May 24, 2022

Group Name iLEAD Charter Schools

Event Dates: 10/9/2022 - 10/11/2022

### TERMS OF RENTAL AGREEMENT

The Salvation Army Lawrence M. Daley Camp and Conference Center is a family friendly facility for all ages and demographics. The Salvation Army requests that all shows and performance materials including, but not limited to, actions, language, lyrics, multi-media and attire be approved prior to contract. In the event that materials were not approved prior to contract signing, we reserve the right to cancel your event. All fees and security deposit associated with the rental may be forfeited due to cancellation. All materials including, but not limited to, displayed signage, banners, backdrops, and all printed/marketed material must be reviewed prior to distribution.

#### SECTION ONE: GENERAL PROVISIONS

All lodging accommodations and all conference facilities are subject to availability.

**1.1 Term.** The term of the Agreement shall be for the period described in the Facility Use Information section of Addendum A.

**1.2 Payment.** Group agrees to pay The Salvation Army as rent for the Site and the accommodations and as the fee for all services provided by The Salvation Army for the amount derived from Addendum A.

**1.3 Termination.** The Salvation Army may terminate this agreement for any or no cause by giving at least one hundred twenty (120) days written notice to Group. In the event of such termination, The Salvation Army shall refund the reservation fee to the Group. Cancellation by the Group of this contract one hundred twenty (120) to ninety-one (91) days before the opening date described in the Facilities Use Information Section of Addendum A, will result in damage to The Salvation Army that the parties agree would be too difficult to calculate, therefore the parties agree that in such event The Salvation Army will retain the entire deposit as liquidated damages. Cancellation by the Group of this contract ninety (90) days or less before the opening date described in the Facilities Use Information Section of Addendum A, will result in damage to The Salvation Army that the parties agree would be too difficult to calculate, therefore the parties agree that in such event The Salvation Army will retain the entire deposit and Group shall pay fifty percent (50%) of the guaranteed minimum charge as liquidated damages. To be effective any cancellations shall be in writing and the postmark date shall be considered the date of cancellation. All monies due to The Salvation Army shall be paid within fifteen (15) days of said cancellation.

**1.4 Force Majeure.** Either Party may terminate this Agreement without liability to the other Party upon the occurrence of any event of force majeure, including but not limited to, acts of God, natural disasters (including fire, floods, earthquakes, and storms), acts of war, terrorist threats, riot, civil unrest, government order or law, national or local emergency, strikes, labor stoppages, pandemic (including Covid-19), and other circumstances that make it illegal or impossible for TSA to provide, or for renters to use, the Premises. The Party that wishes to cancel this Agreement pursuant to this section shall provide written notice to the other Party identifying the event or circumstance.

**1.4 Force Majeure.** Either Party may terminate this Agreement without liability to the other Party upon the occurrence of any event of force majeure, including but not limited to, acts of God, natural disasters (including fire, floods, earthquakes, and storms), acts of war, terrorist threats, riot, civil unrest, government order or law, national or local emergency, strikes, labor stoppages, pandemic (including Covid-19), and other circumstances that make it illegal or impossible for TSA to provide, or for renters to use, the Premises. The Party that wishes to cancel this Agreement pursuant to this section shall provide written notice to the other Party identifying the event or circumstance.

#### SECTION TWO: OBLIGATIONS OF GROUP

**2.1 Sale of Merchandise.** Groups shall obtain the written consent of The Salvation Army before the commencement of the term of this agreement to sell any products on the Site. All material including, but not limited to, displayed signage, banners, packages and all printed/marketed material must be reviewed prior to distribution.

**2.2 Registrar.** Group shall designate one of its members as Registrar to handle registration and room assignments on arrival. The Salvation Army shall be adequately informed in advance of changes in requested meals and lodging. At the conclusion of the conference, The Salvation Army is to be provided with an exact amount of total persons attending the conference each day, an accounting of the lodging accommodations used each night and a meal count for each day. For family conferences, the number of children in each age bracket is essential.



## The Lawrence M. Daley Camp and Conference

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May 24, 2022

Group Name iLEAD Charter Schools

Event Dates: 10/9/2022 - 10/11/2022

**2.3 Number of Staff.** Group agrees that a ratio of at least one (1) adult to eight (8) minors (persons under 18 years of age) will be maintained during the reserved period at all times. Group also agrees to provide adult chaperons for program and living group responsibilities. We advise Group to provide training to all volunteers and staff to recognize and minimize the potential for adults being in a one-on-one minor/adult situation when out of the sight of others. Group leaders and all group participants will take extra effort to treat children and vulnerable adults responsibly. AB 506. Group also agrees to comply with the screening, training and all other requirements set forth in AB 506 (CA Bus. & Prof. Code section 18975) as applicable.

**2.4 Health Services.** Group agrees that a state registered nurse, or holder of a first aid card and CPR certification, will be a member of Group and that such person will have immediate access to a telephone in case of emergency. Also, Group will arrange in advance for transportation to be available in the event of a medical emergency. The Salvation Army advises Group to obtain the following:

- Names and addresses from all participants
- Emergency contact names and numbers
- Listing of any persons with known allergies or health conditions requiring treatment or restrictions
- For minors without a parent on site, signed permission to seek emergency medical treatment

**2.5 Waterfront Safety.** Group agrees that a person holding a current Lifeguard Certification from the American Red Cross, or its recognized and approved equivalent from Boy Scouts, Young Men's Christian Association (YMCA), Canadian Red Cross, or Royal Life Saving Society, with First Aid and CPR certification will supervise the swimming pool at all times it is in use by Group. A copy of the Lifeguard(s) certificate must be provided to The Salvation Army before the commencement of pool use. Group will also provide additional "lookouts" who need not hold Life saving certification but who have been trained by the Group to supervise the swimming pool at all times it is in use. The Salvation Army advises all user groups to have a ratio of no less than 1 lifeguard for every 25 swimmers.

**2.6 Fire Protection.** Group agrees that if smoking will be permitted on the grounds, it must be confined to the campfire pit and that Group will verbally warn members and any visitors of the hazards of smoking in any other areas. Group agrees that campfires are permitted only in the campfire area for which a fire permit has been obtained, and is controlled by The Salvation Army staff only.

**2.7 Service Animals.** No animal shall be permitted on Camp Property, except as required by law.

**2.8 Plants and Animals.** Due to safety of guests and maintenance of trails, Group agrees to stay on designated trails to minimize contact with any harmful plants and/or animals that may be on the site. Group will advise its members to take all reasonable precautions when hiking along the trails on the Site. Group agrees not to remove or disturb any plants or animals on the Site.





## The Lawrence M. Daley Camp and Conference

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May 24, 2022

Group Name iLEAD Charter Schools

Event Dates: 10/9/2022 - 10/11/2022

### SECTION THREE: MISCELLANEOUS

**3.1 Assignment.** Group may not assign its rights under this Agreement to another party or parties without prior written consent of The Salvation Army.

**3.2 Arbitration.** Any disputes or claims that cannot be amicably and efficiently settled between the parties shall be subject to mediation as a condition precedent to arbitration or the institution of legal or equitable or other binding dispute-resolution proceedings by either party. Disputes or claims that have not been resolved by mediation shall be decided by arbitration, which unless the parties mutually agree otherwise, will be held under the auspices of the American Arbitration Association ("AAA").

**3.3 Attorney's Fees.** Should arbitration or litigation be commenced between parties concerning this Agreement, the prevailing party shall be entitled to costs, including reasonable attorneys' fees, and experts' fees, in addition to such other relief as may be granted.

**3.4 Entire Agreement.** This Agreement contains the entire understanding of the parties and supersedes any prior or contemporaneous, oral or written agreements, representations, statements or conditions on the same subject.

**3.5 Governing Law.** This Agreement shall be governed by and construed under the laws of the State of California.

### EVANGELICAL PURPOSE

We agree that the essential purposes of our conference are in harmony with the mission statement of The Salvation Army. The Salvation Army, an international movement, is an evangelical part of the universal Christian church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human need in His name without discrimination.

**Please read terms and conditions before signing contract.**

**I (We) understand and agree to adhere to the following stipulations and requirements:**

SIGNATURE

DATE

[illegible]

[illegible]

